



Lesotho Government



EDUCATION STATISTICS BULETIN
2019

**Ministry of Education and Training
Planning Unit
Statistics Office
LESOTHO**

Tel: 22324287

LIST OF ACRONYMS

ACL	Anglican Church of Lesotho
ADSE	Advanced Diploma in Special Education
AME	African Methodist Episcopal
BoS	Bureau of Statistics
CAS	Centre for Accounting Studies
CECE	Certificate in Early Childhood Education
COSC	Cambridge Overseas School Certificate
CWIQ	Core Wealth Indicator Questionnaire
DEP	Diploma in Primary Education
DTE	Diploma in Technology Education
DTEP	Distance Teachers Education Programme
ECCD	Early Childhood Care and Development
EFA	Education for All
EGIS	Education Geographic Information System
EMIS	Education Management Information System
FPE	Free Primary Education
GER	Gross Enrolment Ratio/Rate
GoL	Government of Lesotho
GPS	Geographic Positioning Systems
HEIs	Higher Education Institutions
IDM	Institute of Development Management
JC	Junior Certificate
LAC	Lesotho Agricultural College
LeBoHA	Lesotho Boston Health Alliance
LANFE	Lesotho Association of Non-Formal Education
LCE	Lesotho College of Education
LCS	Lesotho Correctional Services
LDS	Lesotho Demographic Survey
LDTC	Lesotho Distance Teaching Centre
LGCSE	Lesotho General Certificate in Secondary Education
LEC	Lesotho Evangelical Church
LFS	Labour Force Survey
LIPAM	Lesotho Institute of Public Administration and Management
LP	Lerotholi Polytechnic
LUCT	Limkokwing University of Creative Technology
MAN	Maluti Adventist College
MoE	Ministry of Education
MoET	Ministry of Education and Training
NER	Net Enrolment Ratio/Rate
NCDC	National Curriculum Development Centre
NFE	Non-Formal Education
NHTC	National Health Training Center
NUL	National University of Lesotho
PSLE	Primary School Leaving Examination
PSN	Paray School of Nursing
PTC	Primary Teachers Certificate
RCM	Roman Catholic Church
RSN	Roma School of Nursing
Scott	Scott Hospital School of Nursing
SEN	Special Education Needs
SRV	Senqu River Valley
STC	Secondary Teachers Certificate
TVD	Technical and Vocational Department
TVET	Technical and Vocational Education Training
UNESCO	United Nations Education Science and Culture Organization
UPE	Universal Primary Education

Contents.....	Page
List of Acronyms	i
Table of Contents.....	ii
List of Tables.....	iv
List of Figure.....	viii
Chapter 1: Background.....	1
1.0 Introduction.....	1
1.2 Data Source and Quality	3
1.2.1 Source.....	3
1.2.2 Quality	3
2.0 Introduction.....	Error! Bookmark not defined.
2.1 Enrolment in Reception Classes.....	Error! Bookmark not defined.
Table 2.1: Number of Reception Classes and Enrolment, 2010-2018	Error! Bookmark not defined.
2.2 Enrolment in ECCD (reception classes included).	Error! Bookmark not defined.
2.2.1 <i>Accessibility of Education in ECCD</i>	Error! Bookmark not defined.
2.2.1.1 New Entrants in ECCD.....	Error! Bookmark not defined.
2.3 Disability in ECCD Schools	Error! Bookmark not defined.
2.4 Orphan-hood in ECCD Schools	Error! Bookmark not defined.
Chapter 3: Primary School Education	12
3.0 Introduction.....	12
3.1 Enrolment in Registered Primary Schools	12
3.1.1 Accessibility of Education	18
3.1.1.1 New Entrants in Registered Primary Schools.....	18
3.1.1.2 Registered Primary Schools Apparent Intake Rates (AIR) and Net Intake Rates (NIR)	19
Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2019	20
3.1.2 Gender Parity Index in Registered Primary Schools.....	20
3.1.3 Coverage of Participation in Primary Education	20
3.2 Disability in Registered Primary Schools	22
3.4 Inputs for Primary Education	24
3.4.1 Primary Schools.....	24
Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2010-2019	25
3.4.2 Teachers in Registered Primary Schools.....	28
3.5 Efficiency and Quality of Education	31
3.5.1 Repeaters in Registered Primary Schools	31
3.5.3 Transition Rates from Standard 7 to Form A	33
4.0 Introduction.....	34
4.1 Enrolment in Registered Secondary Schools.....	34
4.2 Trend Analysis of Registered Secondary Schools Enrolment.....	37
4.3 New Entrants in Registered Secondary Schools.....	38
4.4 Coverage of Participation in Secondary Education.....	38

4.4.1 Gross and Net Enrolment Rates, Pupils to Teacher Ratios and the Gender Parity Indices for Registered Secondary Schools	38
Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2004-2018	39
4.5 Enrolment of Students with Special Educational Needs in Registered Secondary Schools	40
4.6 Orphans in Registered Secondary Schools	41
4.7 Inputs for Secondary Education	42
4.7.1 Secondary Schools	42
4.7.2 Secondary Schools Teachers	44
4.8 Efficiency and Quality of Education in Registered Secondary Schools	45
4.8.1 Repeaters in Registered Secondary Schools	45
4.8.2 Transition Rates from Form C to Form D	47
4.8.3 Examination Results	48
4.8.3.1 Junior Certificate Examinations	49
Table 4.21: Junior Certificate Examination Results, 2008-2018.....	49
4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE)	49
<i>Chapter 5: Technical and Vocational Education Training</i>	51
5.0 Introduction	51
5.1 Enrolment	51
5.2 Teaching Staff	53
<i>Chapter 7: Non Formal Education</i>	55
7.0 Introduction	55
7.1 Enrolment	55
7.2 Special Educational Needs	57
7.3 Orphan-Hood	57
7.4 Teaching Staff	58

Table 2.1: Number of Reception Classes and Enrolment, 2007-2014.....	5
Table 2.2: Number of Reception Classes and Enrolment by District, 2012-2014.....	6
Table 2.3: ECCD Enrolment by District, Age and Sex, 2014.....	7
Table 2.4(i): ECCD schools Gross and Net Enrolment Rates (NER) and (GER) by Sex, 2014.....	7
Table 2.4(ii): ECCD New Entrants by District and Sex, 2014.....	8
Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2014.....	8
Table 2.6: ECCD Enrolment of disabled pupils by Type of disability, Age and Sex, 2014.....	9
Table 2.7: ECCD Orphans by District, Age and Sex, 2014.....	9
Table 2.8: ECCD Orphans by District, Age and Sex, 2014.....	10
Table 2.9: ECCD Teachers by District and Sex, 2014.....	10
Table 2.10: Number of ECCD Schools by district and Agency, 2014.....	11
Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2014.....	12
Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2010-2014.....	13
Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2012-2014.....	13
Table 3.4: Enrolment in Registered Primary Schools by District, Urban and Rural and Sex, 2014.....	14
Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2014.....	14
Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2014.....	15
Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2014.....	16
Table 3.8: New Entrants in Primary Schools by District and Sex, 2014.....	18
Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2014.....	19
Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2014.....	20
Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2014.....	21
Table 3.12: Enrolment of Pupils with Special Educational Needs in registered Primary by type of disability, Grade, 2014.....	21
Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2014.....	22
Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type grade and Sex, 2014.....	22
Table 3.15: Orphans in Registered Primary Schools by Age, Grade and Sex, 2014.....	23
Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2005-2014.....	26
Table 3.17: Registered Primary Schools by District and Ecological Zones, 2014.....	26

Table 3.18: Number and Percentage Distribution of Registered Public and Private Schools by District, 2014.....	27
Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2014.....	27
Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2014.....	28
Table 3.21: Number of Teachers in Registered Primary Schools by Rank, Agency and Sex, 2014.....	29
Table 3.22: Teachers in Registered Primary Schools by District, Agency and Sex, 2014.....	30
Table 3.23: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2014.....	32
Table 3.24: Enrolment of Repeaters in Registered Primary School by District, Zone and Sex, 2014.....	32
Table 3.26: Primary Schools Promotion, Repetition and Dropout Rates by Grade, 2011- 2013.....	33
Table 3.27: Primary School Leaving Examination Results (PSLE), 2005 – 2014.....	34
Table 3.28: Transition Rates from Standard 7 to Form A, 2001-2014.....	35
Table 3.29: Crude and Net Cohort Survival Rates in Primary Schools, 2007-2014.....	36
Table 4.1: Distribution of Enrolment in Registered Lower and Upper Secondary Schools by Age, Form and Sex, 2014.....	37
Table 4.2: Distribution of Enrolment in Registered Public and Private Secondary Schools by District and Sex, 2014.....	38
Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone and Sex, 2014.....	39
Table 4.4: Number and Percentage distribution of Secondary School Students in Registered Schools by District, Sex and Percentage Distribution, 2012-2014.....	39
Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2002-2014.....	41
Table 4.6: Lower and Upper Secondary School NER's by Sex, 2013-2014.....	42
Table 4.7: Number of Students with Special Educational Needs in Registered Secondary Schools by District, Urban and Rural Residence and Sex, 2014.....	42
Table 4.8: Number of Students with Special Educational Needs in Registered Secondary Schools by Disability Type, Form and Sex, 2014.....	43
Table 4.9: Students with Special Educational Needs in Registered Secondary Schools by Age, Form and Sex, 2014.....	43
Table 4.10: Orphans in Registered Secondary Schools by Type, Form and Sex, 2014.....	44
Table 4.11: Orphans in Registered Secondary Schools by District, Urban and Rural and Sex, 2014.....	45
Table 4.12: Orphans in Registered Secondary Schools by Age, Form and Sex, 2014.....	45
Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2014.....	46
Table 4.14: Number of Registered Secondary Schools by District, Urban and Rural, 2014.....	46
Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2014.....	48
Table 4.16: Teachers in Public and Private Registered Secondary Schools by District and Sex, 2014.....	49

Table 4.17: Repeaters in Registered Secondary Schools by District, Zone and Sex, 2014.....	49
Table 4.18: Repeaters in Registered Secondary Schools by District, Urban and Rural and Sex, 2014.....	50
Table 4.19: Repeaters in Registered Secondary Schools by Age, Form and Sex, 2014.....	50
Table 4.20: Transition Rates from Form C to Form D, 2002 – 2013.....	51
Table 4.21: Junior Certificate Examination Results, 2004-2014.....	52
Table 4.22: LGCSE Examination Results, 2014.....	52
Table 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2014.....	54
Table 5.2: Enrolment in TVET Institutions by level of education and Sex, 2014.....	55
Table 5.3: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2014.....	55
Table 5.4: Repeaters in Registered Technical and Vocational Schools by District and Sex, 2014.....	56
Table 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2014.....	56
Table 5.6: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2014.....	57
Table 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2014.....	57
Table 5.8: Teachers in Technical and Vocational Institutions by District, Agency and Sex, 2014.....	59
Table 6.1: Enrolment by Type of Institution, 2012/2013.....	61
Table 6.2: Enrolment in Tertiary level by Institution and Sex, 2012/2013.....	61
Table 6.3: Enrolment and Percentage Change from 2011/2012 to 2012/2013.....	62
Table 6.4: Enrolment by Sex, Institution and Programme, 2012/2013.....	62
Table 6.5: Enrolment in Tertiary by Mode of Delivery and Qualification being pursued 2012/2013.....	63
Table 6.6: Enrolment in Tertiary by Institution and Mode of delivery, 2012/2013.....	64
Table 6.7: Students who registered for End of Programme Examinations by Field of Study and Result End, 2012/2013.....	68
Table 6.8: Staff Members by Institution and Classification, 2012/2013.....	69
Table 6.9: Staff by Institution and Nationality, 2012/2013.....	70
Table 6.10: Staff by Qualification and Classification, 2012/2013.....	72
Table 6.11: Distribution of Staff Members by Institution and Classification of Staff, 2012/2013.....	72
Table 6.12: Staff who Left the Institutions by Reasons for Leaving, 2011/2012.....	74
Table 7.1: Enrolment in Non Formal Education by Age, Level and Sex, 2014.....	76
Table 7.2: Enrolment in Non Formal Education by District, Level and Sex, 2014.....	77

Table 7.3: Non Formal Education Learners with Special Educational Needs by District, Level and Sex, 2014.....	77
Table 7.4: Orphans in Non Formal Education by Age, Level and Sex, 2014.....	78
Table 7.5 Teachers in Non Formal Education by District, Level and Sex, 2014	79
Table 7.6: Non Formal Education Teachers in Literacy and Numeracy by District, Qualification and Sex, 2013.....	79
Table 7.7: Number of Learning Posts/Centers in Non Formal Education by District and Level, 2014.....	80

LIST OF FIGURES**PAGE**

Figure 3.1: Enrolment of New Entrants in Registered Primary Schools by Age and Sex, 2014.....	17
Figure 3.2: Percentage Distribution of Orphans by Age and Sex, 2014	24
Figure 3.3: Percentage Share of Registered Primary Schools and Agency, 2014	25
Figure 4.1: Number of New Entrants in Form A and D by Age and Sex, 2014	40
Figure 4.2: Percentage Share of Registered Secondary Schools by Ecological Zones, 2014.....	47
Figure 4.3: Percentage share of Registered Secondary Schools by Agency, 2014	47
Figure 6.1: Enrolment by Field of Study and Sex, 2012/2013.....	64
Figure 6.2: Students in Tertiary Institutions by Sex and Sponsor, 2012/2013	64
Figure 6.3: New Entrants in Tertiary Institutions by Sex, 2012/2013.....	65
Figure 6.4: Total Number of Students who Registered for End of Programme Examinations by result end, 2012/2013.....	66
Figure 6.5: Staff by Age and Classification, 2012/2013.....	70
Figure 6.6: Distribution of Staff Members by Terms of Employment and Classification, 2012/2013.....	70
Figure 6.7: Staff Who Left the institution in the Previous Year by Institution and Classification, 2011/2012.....	72

Chapter 1: Background

1.0 Introduction

Lesotho has a population of 2.2 million and is one of the smallest countries in Southern Africa. The Ministry of Education and Training (MoET) is tasked with managing a national education system with more than 350,000 students in over 1,800 institutions.

The Lesotho EMIS (Education Management information System) is envisaged to collect and aggregate data on institutions facilities, students and staff from schools in paper-based form and then entered centrally in a database developed for this purpose through yearly censuses.

Without good data and information the decisions made by education policy leaders can never be as effective and efficient as they need to be to meet the needs and requirements of learners and education institutions.

Addressing problems of access, equity, quality and relevance of education requires an evidence-based management system to monitor progress towards national goals and global commitments. It is also required for local and national education managers, policy and decision makers to effectively assess challenges and determine courses of action as well as gaps in education services as well as realistic assessments of resources required. An effective Education Management Information System (EMIS) is specially designed to monitor the performance of education systems and to manage the distribution and allocation of educational resources. It is designed to improve planning, resource allocation and mobilization, monitoring, evaluation, policy formulation, and decision making in general. A school-based standardized information system is fundamental to improve the management of education at all levels. Ideally the system should allow tracking of individual children across the grades. In the education management process, the information system should inform the different actors and partners on the state of the sector, its internal and external efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs.

The EMIS has to be positioned and technologically integrated to the relevant data sources allowing to know, for example, who is spending what, or whether children are actually learning what they need to know, and with feasibility of data

disaggregation at the school or even the student level. These characteristics make an EMIS relevant for the policy planning and the management of education systems.

1.1.1 The Education System

The system of education in Lesotho prior to 2016 was starting with Pre-primary or kinder garden, the second level was elementary or primary school, Secondary education was the third level (which included junior and senior high school), post-secondary was the fourth (vocational and technical schools, IBM,) then tertiary or Higher education was the fifth. In 2016 the basic education system was introduced. This combined the pre primary, primary, and lower secondary together. All things remained the same at these levels except that primary school leaving certificate was abolished, and a pupils only sit for examinations at the end of lower secondary schooling that is after seven years of primary schooling and three years of lower secondary education.

Pre-primary education or preparatory education, is intended to provide early childhood care and development education. These are institutions that have been developed for children ranging from the ages of three to five in Lesotho. The playing activities, experience, and social interaction at this level are accepted as essential aspects of developing skills and knowledge of a child. Few preparatory schools are operated formally by government, churches and private individuals while many are operated informally by private individuals, local communities and non-governmental organizations. Many parents, especially those in urban areas, take their children to preparatory schools as early as when they are three or four years old. Preparatory schools are usually more expensive than primary schools.

Primary education, this is the basic education in reading, writing and arithmetic, as well as other subjects such as history, geography, religious and social studies. Officially, primary education starts at Grade 1, when a child is at least six years old and lasts for seven years. Prior to 2016 a pupil would sit for examinations on completion of the 7th year. However starting from 2016 when basic education was introduced pupils can only write an examination and obtain a certificate, only after three years of lower secondary education completion.

Progression from secondary to high school is through the Junior Certificate (JC) examination, now basic education level, administered by the Examinations Council of Lesotho. High school candidates sit for the LGCSE Certificate, LGCSE is a locally prepared higher education school leaving certificate and it forms the entry requirement for higher and tertiary programs. Level 4 refers to post-secondary education which is not tertiary education. Institutions belonging to this category offer technical training, they are technical and vocational. All such institutions are owned by the government.

Levels 5, 6 and 7 are all grouped under tertiary education. Some of the institutions belonging to this level, to name a few are; Lesotho College of Education (LCE) the National University of Lesotho (NUL) and Limkokwing University of Creative Technology (LUCT). LCE trains teachers in both primary and junior secondary

schools. It trains part-time teachers that are already in-service as well as full time teachers who have not yet been absorbed into the labour market but were able to precede secondary education and met the entry requirement of LCE. The NUL offers degrees in education, humanities, natural sciences, agriculture, social sciences and law, as well as certificate and diploma. courses. It also offers a limited number of postgraduate programs. LUCT, founded in 2008, is determined to transform tertiary education and empower the young generation with creative learning through its new teaching methodologies such as thinking skills, innovative mind-sets and creativity.

1.1.2 Agency or School Ownership

The centres, schools or institutions are owned either solely by government, or private companies or jointly by government and private companies, churches or communities. These centres, schools or institutions are considered 'public' if they are solely owned by government, or not owned by the government, but government, government either pays their teachers' salaries or student school fees. Otherwise, schools are considered private.

1.2 Data Source and Quality

1.2.1 Source

The main source of information highlighted in this report is the annual school survey. The survey is conducted by sending ER42 (Annual Statistical Returns) forms to district education officers (DEO's) who in turn transmit the forms to the principals of schools. After completion, the principals submit the forms to the DEO's who in turn convey them to Education Planning Unit, Maseru.

The ER42 form is a detailed questionnaire that collects information from schools, centres and institutions. This collected information includes schools' physical location, type of ownership, general enrolment information, enrolment of repeaters, and orphans, teacher's profiles, school fees and general facilities such as buildings, classrooms and equipment. The questionnaire collects similar information for all levels of education with minor differences depending on the level's needs.

Apart from information collected from individual schools, centres or institutions, other information is acquired from secondary data within the Ministry of Education and Training; sources include Examinations Council, secondary school bursaries and annual budget plans. Further, information on tertiary bursaries and students studying abroad is gathered from other government departments such as National Manpower Development Secretariat (NMDS). Arrangements are in place to collect data from non-registered schools in the country to locate them to know their coverage so that these schools can be assisted to register with Ministry of Education. Their registration will ease the monitoring of quality of education offered at these schools. The foreign countries' embassies in Lesotho will also be visited to solicit information on Lesotho citizens who are studying in those respective countries.

1.2.2 Quality

Data quality is fairly good. In 2019, about 99.8 percent of Pre-primary, primary, secondary schools and non formal centers submitted their ER42 forms. At the data processing stage, missing information was substituted via proxies of 2018 information from the same schools.

The total number of registered primary schools that responded was 1486 in 2019. It should be noted that these are the schools that were operational and responded in the first two quarters of 2019 school calendar. The schools that were not operational during the data collection period were not covered even if they were already registered schools or opened after data collection period. Some of the schools were non-operational, not because they were officially closed, but because they had no students at the time. In 2019 the number of registered secondary schools was 348.

Chapter 2: Early Childhood Care and Development (ECCD) Education

2.0 Introduction

Early childhood is viewed as a time of immense growth and development, when the brain develops most rapidly and a period when walking, talking, self-esteem, vision of the world and moral foundations are created within a child. The ECCD as an integral part of the pre-schooling process is influenced by three main dividends.

Firstly, children that are exposed to an effective ECCD are better equipped for the demands of the school system; this has been substantiated by records of improved academic achievement compared to children who did not attend the pre-schools. Therefore, ECCD programs enhance children’s readiness for school. Secondly, ECCD activities reduce the number of repeat cases and failure rates, therefore allowing the system to optimally apply its limited resources to reach more school children. Lastly, ECCD has strong gender implications as it enables mothers to go to work and participate in development activities while children are being cared for, therefore ECCD programs also help improve gender equality.

ECCD education in Lesotho is divided into reception classes, home bases and centres; reception classes are centres attached to some of the existing primary schools. ECCD centres are privately owned by individuals while home bases are community-initiative pre- schools. All these schools offer the same curriculum; they only differ in ownership status. Data on ECCD education has been difficult to collect and to capture due to poor formal registration of centres and/or home bases which result in inadequate coverage of these centres.

2.1 Enrolment in Reception Classes

Table 2.1 shows enrolment in ECCD reception classes from 2010 to 2018. Enrolment in reception classes in 2014 was the highest with 6178, it can be observed from the table enrolment has been decreasing since 2015 to 2018. Observed in the table again was that the number of schools gradually increased from 2010, (219 schools) to 2018 (243 schools).

Table 2.1 Number of Reception schools and Enrolment 2010-2019

Year	Enrolment	No. of Schools	New Schools
2010	5696	219	0
2011	5520	219	0
2012	5417	221	2
2013	5324	221	0
2014	6178	240	19
2015	5772	243	3
2016	5832	243	0
2017	5542	243	0
2018	5352	243	0
2019	5235	241	-2

Table 2.2 shows enrolment and number of reception classes by district from 2017 to 2018. It can be observed from the table that overall enrolment have been decreasing in reception classes, from 5832 in 2016 to 5352 in 2018. From 2017 to 2018, the following districts had the same or an increase in enrollment: Botha-Bothe, Leribe, Berea and Quthing while the remaining districts had a decrease in enrollment.

District	Enrolment			No. of schools		
	2017	2018	2019	2017	2018	2019
Botha-Bothe	483	486	501	19	19	18
Leribe	621	648	648	28	28	28
Berea	649	461	461	26	28	28
Maseru	911	871	871	34	35	34
Mafeteng	665	568	568	30	30	30
Mohale's Hoek	508	423	511	27	27	27
Quthing	317	354	354	19	19	19
Qacha's Nek	337	550	462	18	18	21
Mokhotlong	387	350	374	15	15	15
Thaba-Tseka	664	641	485	24	24	21
Total	5542	5352	5235	240	243	241

2.2 Enrolment in ECCD (reception classes included)

Table 2.3 shows ECCD enrolment by district, age and sex in 2019. Enrolment in ECCD centres (including reception classes) decreased from 50056 in 2018 to 47447 in 2019. The table reveals that total enrolment increased with age, for instance, from age less than 3 years (5310) up to age 4 years (12112) and age 5 years (13804) but declined to 7479 at age greater than 5 years. The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 13694 (28.9 percent) learners, followed by Leribe with 8109 (17.1 percent) and the least number of learners were in Qacha's Nek with 1598 (3.4 percent). Comparison by sex and district shows that enrolment of girls exceeded that of boys in almost all the districts though the gap is gradually diminishing. Girls constituted 23909 (50.4 percent) and boys added up to 23538 (49.6 percent) – the percentages that are similar to the ones observed in 2018.

Table 2.3: ECCD Enrolment by District, Age and sex, 2019

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total	%
	M	F	M	F	M	F	M	F	M	F		
BUTHA-BUTHE	202	219	373	411	512	516	671	708	320	294	4226	8,9
LERIBE	443	484	698	717	1037	1106	1095	1139	719	671	8109	17,1
BEREA	354	324	515	524	664	642	641	665	420	400	5149	10,9
MASERU	953	978	1340	1330	1792	1754	1771	1834	972	970	13694	28,9
MAFETENG	173	169	379	321	488	529	567	590	256	236	3708	7,8
MOHALES HOEK	113	102	290	353	455	414	635	599	370	361	3692	7,8
QUTHING	83	120	179	204	240	278	248	281	164	185	1982	4,2
QACHAS NEK	57	45	127	127	218	196	271	236	142	179	1598	3,4
MOKHOTLONG	128	118	125	185	235	233	346	369	120	131	1990	4,2
THABA-TSEKA	126	119	264	280	394	409	582	556	271	298	3299	7,0
Total	2632	2678	4290	4452	6035	6077	6827	6977	3754	3725	47447	100

ECCD Schools Gross and Net Enrolment Rates

Gross Enrolment Ratio (GER) for ECCD indicates enrolment of pupils regardless of age expressed as a percentage of the total population aged 3 to 5. This indicator is used to demonstrate the general level of participation at ECCD level. It is also used to indicate the degree to which over-aged and under-aged children enrol in ECCD centres. A high GER shows that, there is a high degree of participation. The overall coverage of participation of the eligible population in the education system is usually indicated by Net Enrolment Rate (NER). A high value of NER indicates a high degree of participation of the official school-age population.

Table 2.4(i) shows ECCD schools gross enrolment and net enrolment rate by sex for the period 2016 to 2019. From the table, it can be observed that both gross enrolment rate (GER) and net enrolment rate (NER) have been decreasing. GER decrease from 42.2 in 2016 to 36.6 in 2019 while NER decreased from 29.5 to 26.7 in the same period. Comparison by sex for both GER and NER showed that there were more females than males in ECCD schools from 2016 to 2019.

Table 2.4(i): ECCD Schools Gross Enrolment Rate and Net Enrolment Rate by Sex, 2016-2019

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Males	Females	Total	Males	Females	Total
2016	41.3	43.0	42.2	28.8	30.2	29.5
2017	40.8	42.4	41.6	29.2	30.2	29.7
2018	37.9	38.5	38.2	27.2	27.7	27.5
2019	36.3	36.8	36.6	26.5	26.9	26.7

2.2.1 Accessibility of Education in ECCD

Accessibility refers to a proportion of pupils that have equal and equitable opportunities to take full advantage of their education out of all children of admission age at the corresponding grade, which is age 3 for ECCD centres.

2.2.1.1 New Entrants in ECCD

Table 2.4(ii) illustrates ECCD new entrants by district and sex for the year 2019. There were 23347 new entrants in 2019, out of this number 11814 (50.6 percent) were boys and 11533 (49.4 percent) were girls. It was observed that the general pattern of new entrants by district is almost like the general pattern of the total enrolment. For instance, Maseru accounted for 6451 (27.6 percent), followed by Leribe with 3577 (15.3 percent) and the least was Qacha's Nek with 890 (3.8 percent).

Table 2.4(ii): ECCD New Entrants by District and Sex, 2019

DISTRICT	M	F	Total	Percentage
BUTHA-BUTHE	1083	1036	2119	9,1
LERIBE	1823	1754	3577	15,3
BEREA	1280	1251	2531	10,8
MASERU	3239	3212	6451	27,6
MAFETENG	875	820	1695	7,3
MOHALES HOEK	997	962	1959	8,4
QUTHING	553	630	1183	5,1
QACHAS NEK	460	430	890	3,8
MOKHOTLONG	564	564	1128	4,8
THABA-TSEKA	940	874	1814	7,8
Total	11814	11533	23347	100

2.3 Disability in ECCD Schools

Table 2.5 shows ECCD enrolment of children with special educational needs or disability by district, age and sex in 2019. Out of the total enrolment of 47447 learners in ECCD centres, 474 (0.9 percent) learners had some form disability. Furthermore, sex comparison shows that 266 (56.1 percent) were boys and 208 which is 43.9 percent were girls.

Among the districts, there were more males with special educational needs than their female counterparts in each district except for Mafeteng district where males and females figures were level. The Table further shows that Maseru had the highest number of learners with some form of disability of 104 (17.1 percent); it was followed by Berea with 86 (18.1 percent) and then Leribe with 72 (15.2 percent).

Table 2.5: ECCD Learners with special educational needs or disability by District, Age and Sex, 2019

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	2	2	4	4	6	6	10	5	8	2	49
LERIBE	5	1	6	3	8	12	11	10	10	6	72
BEREA	0	1	7	5	11	10	6	5	21	20	86
MASERU	7	2	9	11	12	15	20	10	10	8	104
MAFETENG	1	1	3	3	4	5	2	4	4	1	28
MOHALES HOEK	0	0	0	0	3	1	7	1	3	1	16
QUTHING	1	2	5	1	3	7	3	7	0	4	33
QACHAS NEK	3	0	1	0	1	1	6	8	6	1	27
MOKHOTLONG	0	2	2	1	3	1	9	2	1	0	21
THABA-TSEKA	0	0	1	4	5	4	12	4	4	4	38
Total	19	11	38	32	56	62	86	56	67	47	474

Table 2.6 displays enrolment of children with special education by type of disability, age and sex for the year 2019. When disaggregating enrolment of pupils with special education by type of disability, majority of children with special education had physical disability and intellectual disability with 160 (33.8 percent) and 104 (21.9 percent) respectively. Intellectual disability includes forms of learning difficulty, epilepsy and mental retardation. Hearing impairment had the least number of children with 44 (9.3 percent).

Table 2.6: ECCD Learners with Special Educational Needs by Disability Type and Age, 2019

DISABILITY TYPE	AGE<3	AGE 3	AGE 4	AGE 5	AGE>5	Total
Physical Disability	10	22	36	40	52	160
Visual Impairment	5	9	15	29	6	64
Hearing Impairment	2	8	5	17	12	44
Intellectual Disability	9	17	25	29	24	104
OTHER	4	14	37	27	20	102
Total	30	70	118	142	114	474

2.4 Orphan-hood in ECCD Schools

Table 2.7 displays ECCD orphans by type, age and sex in 2019. Out of the total enrolment in ECCD centres, 1944 were learners that had either lost one or both of their parents in 2019. It can be observed from the table that paternal orphans constituted about 1245 (64 percent) of these orphans, whereas maternal and double orphans accounted for 423 (21.8%) and 276 (14.2%) respectively.

Table 2.7: ECCD Orphans by Type, Age and Sex, 2019

ORPHAN TYPE	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	40	46	82	92	130	169	202	212	122	150	1245
Maternal	14	20	30	46	47	34	63	65	42	62	423
Double	10	12	18	21	20	43	51	35	29	37	276
Total	64	78	130	159	197	246	316	312	193	249	1944

Table 2.8 displays ECCD orphans by district, age and sex in 2019. Maseru had the higher percentage of orphans in ECCD centres as it was represented by 429 (22.1 percent). It was followed by Leribe and Berea with 13.7 and 12.2 percent respectively. Quthing was the least with 4.7 percent orphans' country wide.

Table 2.8: ECCD Orphans by District, Age and Sex, 2019

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	2	5	4	20	13	23	27	21	20	35	170
LERIBE	10	22	20	20	24	39	40	39	27	26	267
BEREA	15	11	22	20	24	28	43	36	14	25	238
MASERU	11	21	27	41	42	49	56	67	55	60	429
MAFETENG	11	2	14	10	21	19	17	26	12	8	140
MOHALES HOEK	3	6	6	15	14	17	39	33	26	27	186
QUTHING	4	4	4	4	11	10	14	16	8	16	91
QACHAS NEK	1	0	9	10	15	12	21	16	9	9	102
MOKHOTLONG	2	2	16	9	14	24	24	33	8	14	146
THABA-TSEKA	5	5	8	10	19	25	35	25	14	29	175
Total	64	78	130	159	197	246	316	312	193	249	1944

Table 2.9 illustrates ECCD teachers by district and sex in 2019. The number of teachers in ECCD centres during the year 201 was 2711. The table shows that there were more female teachers with 2648 (97.7 percent) than their male counterparts with 63 (2.3 percent). A similar trend is observed for districts whereby Maseru was leading with 24.9 percent of teachers in this level of education. It was seconded by Leribe with 17.1 percent and then Berea with 11.7 percent.

Table 2.9: ECCD Teachers by District and Sex, 2019

DISTRICT	M	F	Total	%
BUTHA-BUTHE	2	226	228	8,4
LERIBE	19	445	464	17,1
BEREA	5	311	316	11,7
MASERU	25	650	675	24,9
MAFETENG	5	226	231	8,5
MOHALES HOEK	0	236	236	8,7
QUTHING	3	123	126	4,6
QACHAS NEK	0	111	111	4,1
MOKHOTLONG	1	136	137	5,1
THABA-TSEKA	3	184	187	6,9
Total	63	2648	2711	100

Table 2.10 shows the number of ECCD schools by district and agency in 2019. Maseru had the highest number of schools with 449 (21.4 percent), Leribe followed with 314(14.9 percent) ECCD and Qacha's Nek was the least with 96(4.5 percent). Among these schools, 1393 (66.5 percent) were owned by community, followed private with 373(17.8 percent) schools and then government with 91 (4.3 percent) ECCD schools.

Table 2.10: Number of ECCD Schools by district and Agency, 2019

DISTRICT	GVT	COMM	LEC	RCM	ACL	AME	OTHER	PRIVATE	Total
BUTHA-BUTHE	10	133	5	9	3	0	6	12	178
LERIBE	9	215	6	13	2	0	18	51	314
BEREA	6	139	7	10	1	0	13	67	243
MASERU	12	200	9	14	2	2	10	200	449
MAFETENG	12	150	11	8	2	1	9	13	206
MOHALES HOEK	13	157	9	6	3	0	6	8	202
QUTHING	6	89	5	2	2	1	2	6	113
QACHAS NEK	8	70	3	6	1	0	2	6	96
MOKHOTLONG	6	88	7	5	0	0	3	5	114
THABA-TSEKA	9	152	4	5	0	0	4	5	179
Total	91	1393	66	78	16	4	73	373	2094

Chapter 3: Primary School Education

3.0 Introduction

Free Primary Education (FPE) Policy commenced in 2000 in Lesotho. The first cohort of free primary education entered into secondary schools in 2007 and completed junior secondary in 2009 and senior secondary or high school in 2011. In 2016 when basic education level was introduced, the first formal certificate is obtained at the end of Junior Secondary education.

3.1 Enrolment in Registered Primary Schools

Table 3.1 below shows enrolment in registered primary schools by age, grade and sex in 2019. It is observed from the table that the total enrolment at this level was 329770 in 2019. Out of this enrolment number, 51.1 percent of them were males enrolled at this level whereas females constituted 48.9 percent.

It is also observed that there were also more males than females enrolled in all grades at this level except for grade 6 and 7 where the number of females enrolled exceeds the number of males. The majority of learners registered in primary schools ranged from the age of 6 to 14 years.

Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2019

AGE	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	2257	2001	0	0	0	0	0	0	0	0	0	0	0	0	4258
6	15717	14947	809	926	2	0	0	0	0	0	0	0	0	0	32401
7	8555	6765	10206	11431	578	751	1	2	0	0	0	0	0	0	38289
8	2233	1381	7891	7201	7830	9239	674	921	1	1	0	0	0	0	37372
9	632	342	3647	2310	8655	8037	6651	8575	705	961	1	0	0	0	40516
10	205	94	1207	582	4415	2806	7657	7741	5388	7866	717	1160	0	0	39838
11	58	18	443	199	2041	1041	5293	3499	7331	8299	4668	7669	606	1176	42341
12	24	10	155	74	764	320	2577	1349	5157	3621	6003	6973	4060	7016	38103
13	14	4	44	42	298	114	1235	532	2973	1641	4639	3490	5468	6844	27338
14	15	8	27	14	114	39	504	206	1545	749	3054	1878	4398	3738	16289
15	3	3	6	2	48	15	164	49	605	247	1578	822	2741	1841	8124
16	2	3	1	1	12	6	48	23	197	90	600	286	1209	742	3220
17	1	1	2	0	3	3	14	8	44	29	184	73	439	245	1046
18	0	0	0	0	2	1	13	5	16	10	44	28	127	71	317
19	1	2	0	0	2	2	3	0	3	5	18	7	47	26	116
20	2	2	0	1	1	0	1	1	0	2	7	1	10	10	38
>20	29	0	21	0	17	1	28	0	14	0	17	6	20	11	164
Total	29748	25581	24459	22783	24782	22375	24863	22911	23979	23521	21530	22393	19125	21720	329770

Table 3.2 displays the distribution of enrolment in registered primary schools by grade, sex and year starting from 2015 up to 2019. As indicated earlier, enrolment in primary schools has been showing a declining trend since 2015 to 2019.

The table further illustrates that 16.8 percent was enrolment for grade 1 which was followed by grade 4 and grade 5 with 14.5 and 14.4 percent enrolment respectively. The lowest enrolment was in grade 7, valued at 12.4 percent.

Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2015-2019

Grade	2015		2016		2017		2018		2019	
	M	F	M	F	M	F	M	F	M	F
1	29839	26555	30257	26370	29757	26179	29550	26008	29748	25581
2	24739	23120	25247	23710	25470	23107	24946	23063	24459	22783
3	26435	23937	25227	23714	25124	23719	25082	22863	24782	22375
4	29491	26071	27580	24546	25579	23857	25158	23690	24863	22911
5	32365	28981	27688	25909	26259	24409	24515	23681	23979	23521
6	23452	24977	28799	28588	25335	25450	22993	23282	21530	22393
7	18411	23264	19519	23602	23808	26794	21726	23864	19125	21720
Total	184,732	176,905	184,317	176,439	181,332	173,515	173,970	166,451	168,486	161,284
Sex Ratio (F/M)	0.9576		0.9573		0.9569		0.9568		0.9573	
TOTAL	361,637		360,756		354,847		340,421		329,770	

Table 3.3 illustrates enrolment in registered primary schools by district, sex and years from 2017 to 2019. The highest number of learners were enrolled in Maseru with 76,928 (23.3 percent), followed by Leribe with 52,238 learners (15.8 percent) and the least were in Qacha's Nek with 13,615 (4.1 percent). The table further reveals that during these three years period, the total enrolment has been declining from 354,847 in 2017 to 329,770 in 2019. Enrolment in primary schools declined between 2017 and 2019 in all the districts.

Table 3.3: Enrolment in Registered Primary Schools by District, Year and Sex, 2017- 2019

District	2017			2018			2019		
	M	F	Total	M	F	Total	M	F	Total
Botha-Bothe	11709	11160	22869	11209	10590	21799	10634	10213	20847
Leribe	28646	26518	55164	27568	25718	53286	27042	25196	52238
Berea	22421	20211	42632	20903	19077	39980	20381	18784	39165
Maseru	41948	40178	82126	40469	38648	79117	39447	37481	76928
Mafeteng	17905	16345	34250	17038	15540	32578	16312	14921	31233
Mohale's Hoek	15703	15080	30783	15228	14616	29844	14428	13817	28245
Quthing	10887	10314	21201	10342	9845	20187	9869	9524	19393
Qacha's Nek	7334	7063	14397	7110	6711	13821	7004	6611	13615
Mokhotlong	10890	11634	22524	10552	11080	21632	10218	10562	20780
Thaba-Tseka	13889	15012	28901	13551	14626	28177	13151	14175	27326
Total	181332	173515	354847	173970	166451	340421	168486	161284	329770

Table 3.4 shows enrolment in registered primary schools by district, geographical location and sex of learners. In general, it is shown that majority of primary school learners (71.6 percent) were in the rural areas whereas, less than half of this percentage was in the urban areas. The table further demonstrates that in most of the districts the number of boys enrolled in registered primary schools was higher than that of their female counterparts with an exception of Mokhotlong and Thaba-Tseka in both urban and rural areas.

Table 3.4: Enrolment in Registered Primary Schools by District, Geographical Location and Sex, 2019

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
Botha-Bothe	4124	4109	8233	6510	6104	12614	20847
Leribe	6055	5818	11873	20987	19378	40365	52238
Berea	3099	3017	6116	17282	15767	33049	39165
Maseru	19385	18792	38177	20062	18689	38751	76928
Mafeteng	4332	4010	8342	11980	10911	22891	31233
Mohale's Hoek	2974	2838	5812	11454	10979	22433	28245
Quthing	1729	1557	3286	8140	7967	16107	19393
Qacha's Nek	1787	1707	3494	5217	4904	10121	13615
Mokhotlong	2150	2175	4325	8068	8387	16455	20780
Thaba-Tseka	1815	1960	3775	11336	12215	23551	27326
Total	47450	45983	93433	121036	115301	236337	329770

Table 3.5 displays enrolment in registered primary schools by district, ecological zone and sex in 2019. It is observed from the table that enrolment was high in the Lowlands with 55.1 percent; followed by the Mountains enrolment with 23.6 percent and the least enrolment was in Senqu river valley with 10.1 percent.

Furthermore, the table shows that more males than females were enrolled in the Lowlands, Foothills and Senqu River. In the mountain areas, majority of districts had higher enrolment among females in 2019 as illustrated in table below.

Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2019

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU RIVER VALLEY		TOTAL
	M	F	M	F	M	F	M	F	
Botha-Bothe	6617	6367	2984	2785	1033	1061	0	0	20847
Leribe	19845	18315	4140	3931	3057	2950	0	0	52238
Berea	17017	15726	3304	2965	60	93	0	0	39165
Maseru	30961	29461	5473	5124	3013	2896	0	0	76928
Mafeteng	13229	11938	3083	2983	0	0	0	0	31233
Mohale's Hoek	6477	5853	42	54	2339	2534	5570	5376	28245
Quthing	0	0	0	0	2942	3024	6927	6500	19393
Qacha's Nek	0	0	0	0	3079	2860	3925	3751	13615
Mokhotlong	0	0	0	0	10218	10562	0	0	20780
Thaba-Tseka	0	0	0	0	12564	13535	587	640	27326
Total	94146	87660	19026	17842	38305	39515	17009	16267	329770

Table 3.6 illustrates enrolment of primary school learners in public and private schools by district and sex. For the purpose of analysis in this report, public schools represent those owned by government, churches and communities. These are the schools that get aids or funding from the Government such as payment of salaries of teachers, renovation and construction of classrooms and provision of other facilities. Private schools on the other hand function independent of the Government aid but observe the government stipulated curriculum or follow its guidelines closely if an alternative curriculum is used.

It is shown from the table that 320,190 (97.1 percent) of learners were enrolled in public schools while only 9,580 (2.9 percent) was enrolled in private schools. Amongst all districts, the number of males enrolled in public primary schools was higher than the enrolment for females, except for Mokhotlong and Thaba-Tseka where the number of females enrolled in public primary schools outstripped that of males.

The table further displays that within the private schools, some districts such as Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka had no enrolment or private primary schools in 2019. Enrolment of females in private primary schools was slightly higher than that of males in Botha-Bothe, Berea, Maseru and Mafeteng while enrolment of males was slightly higher than that of females in Leribe.

Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2019

DISTRICT	PUBLIC			PRIVATE			TOTAL
	M	F	T	M	F	T	
Botha-Bothe	10458	9999	20457	176	214	390	20847
Leribe	25859	24024	49883	1183	1172	2355	52238
Berea	19515	17837	37352	866	947	1813	39165
Maseru	37250	35160	72410	2197	2321	4518	76928
Mafeteng	16063	14666	30729	249	255	504	31233
Mohale's Hoek	14428	13817	28245	0	0	0	28245
Quthing	9869	9524	19393	0	0	0	19393
Qacha's Nek	7004	6611	13615	0	0	0	13615
Mokhotlong	10218	10562	20780	0	0	0	20780
Thaba-Tseka	13151	14175	27326	0	0	0	27326
Total	163815	156375	320190	4671	4909	9580	329770

Table 3.7 illustrates enrolment in registered primary schools by district, agency and sex in 2019. It is observed from the table that enrolment was highest in LEC primary schools with 106,890(32.4 percent) learners; followed by RCM with 104,438(31.7 percent) learners and least number of learners was in AME with 3,386(1.0 percent) learners. In disaggregating enrolment by agency and sex, males dominated the enrolment for females in all the districts except community, other churches and private schools where females were more than their male counterparts.

Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2019

DISTRICT	GVT		COMMUNITY		LEC		RCM		ACL		AME		OTHER		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Botha-Bothe	561	555	1201	1243	3884	3678	2586	2467	1486	1255	184	195	556	606	176	214	20847
Leribe	1717	1641	1549	1397	8026	7382	7663	7129	4897	4351	303	278	1704	1846	1183	1172	52238
Berea	2829	2467	508	519	6106	5570	7321	6626	1739	1671	0	0	1012	984	866	947	39165
Maseru	4255	3890	3970	4086	11464	10322	11542	11017	3304	3268	302	223	2413	2354	2197	2321	76928
Mafeteng	1424	1281	473	563	6544	5933	4719	4179	1857	1760	333	312	713	638	249	255	31233
Mohale's Hoek	1477	1310	551	606	5313	4997	4452	4439	1393	1217	179	103	1063	1145	0	0	28245
Quthing	963	980	0	0	4658	4577	2783	2506	1386	1380	0	0	79	81	0	0	19393
Qacha's Nek	882	860	0	0	2757	2583	2436	2252	877	865	52	51	0	0	0	0	13615

Mokhotlong	1054	1020	0	0	3328	3394	4116	4326	1026	1092	437	434	257	296	0	0	20780
Thaba-Tseka	2273	2588	928	1125	3073	3301	5837	6042	812	858	0	0	228	261	0	0	27326
Total	17435	16592	9180	9539	55153	51737	53455	50983	18777	17717	1790	1596	8025	8211	4671	4909	329770

3.1.1 Accessibility of Education

Accessibility is defined as the proportion of children who have access to schooling out of all children of admission age at the corresponding grade, which is age 6 for grade 1 (primary school) admission in Lesotho. In this section, the extent of access to the first grade of primary education is discussed in detail.

3.1.1.1 New Entrants in Registered Primary Schools

Figure 3.1 shows the enrolment of new entrants in registered primary schools by age and sex in 2019. History has shown that since the year 2009, the number of new entrants for boys has been higher than that of their female counterparts. This is also observed in the year 2019 where the percentage of new male enrollees stood at 52.8 percent and females constituted 47.2 percent. The figure portrays that enrolment of new entrants was at the peak precisely at the age of six (the official admission age) for both boys and girls. Afterwards enrolment for both sexes drastically dropped until it was almost zero at ages 10 and upwards with male's enrolment being slightly higher.

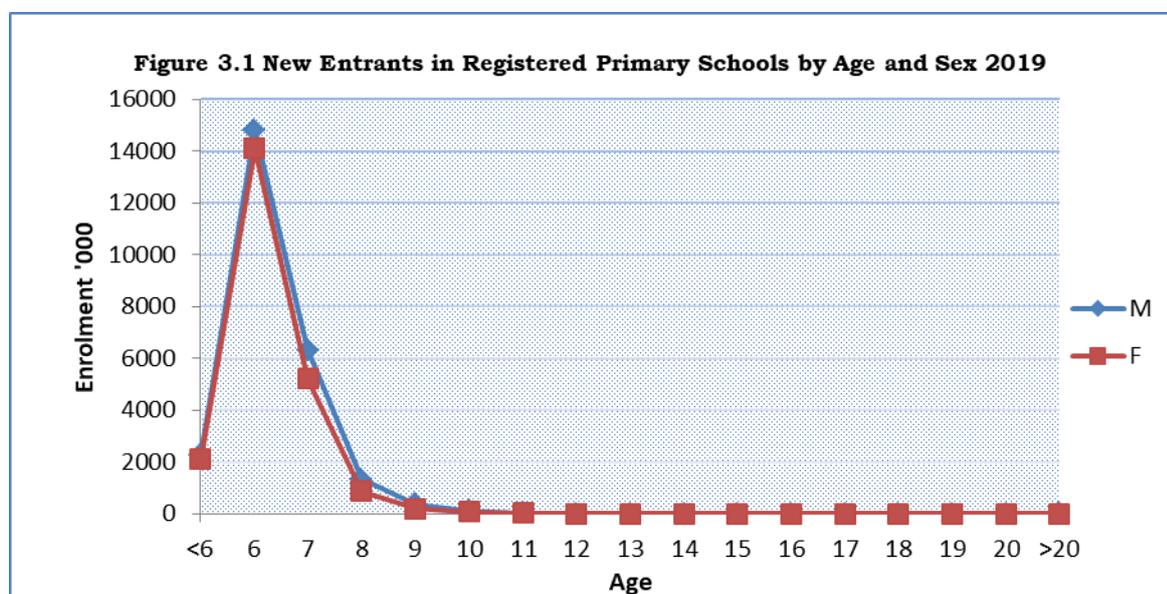


Table 3.8 demonstrates the enrolment of new learners in registered primary schools by district and sex in 2019. It is shown in the table that enrolment of new entrants has a similar pattern to that of the total enrolment in registered primary schools as it is observed that even for the new entrants, Maseru was leading with 11091(23.2 percent) of new entrants. It was followed by Leribe with 7585(15.9 percent); then Berea and Mafeteng with 5964(12.5) and 4369(9.1 percent) respectively.

Table 3.8: New Entrants in Primary Schools by District and Sex, 2019

District	Male	Male (%)	Female	Female (%)	Total
BOTHA-BOTHE	1349	5,3	1318	5,8	2667
LERIBE	3996	15,8	3589	15,9	7585
BEREA	3186	12,6	2778	12,3	5964
MASERU	5872	23,2	5219	23,1	11091
MAFETENG	2323	9,2	2046	9,1	4369
MOHALE'S HOEK	2333	9,2	1997	8,9	4330
QUTHING	1453	5,7	1298	5,8	2751
QACHA'S NEK	1107	4,4	956	4,2	2063
MOKHOTLONG	1663	6,6	1395	6,2	3058
THABA-TSEKA	1990	7,9	1960	8,7	3950
Total	25272	100	22556	100	47828

3.1.1.2 Registered Primary Schools Apparent Intake Rates (AIR) and Net Intake Rates (NIR)

The Apparent Intake Rates (AIR) and Net Intake Rates (NIR) for Lesotho from 2000 to 2019 are shown in Table 3.9. The Apparent and Net intake rates indicate accessibility of new entrants of a particular entering age for a particular grade, out of all children of admission age at the corresponding grade, which is age 6 in Lesotho for primary schools. The two ratios are essential to policy makers and planners because they specify the degree of accessibility of primary school education. AIR is a crude measure because it considers all new entrants irrespective of age while NIR accounts for official entrance age for new entrants.

The Apparent Intake Rate (AIR) was highest in the year 2000 (200.9 percent) as seen in Table 3.9, thereafter it decreased continuously until 2013 then started to increase with fluctuations from 104.4 in 2015 to 127.9 in 2019. The year 2000 recorded a massive AIR due to the commencement of free primary education which resulted in high enrolment. Gender comparison in AIR indicates that more males had access to primary education than females.

Net Intake Rate (NIR) on the other hand, has been fluctuating since 2000 to 2019 ranging between 53.3 and 72.3 percent. Both AIR and NIR have been in favour of boys from 2013 to 2019.

Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2019

Year	Apparent Intake Rates			GPI (AIR)	Net Intake Rates (NIR)			GPI (NIR)
	Males	Females	Total		Males	Females	Total	
2000	210.9	190.8	200.9	0.90	63.2	65.1	64.1	1.03
2001	150.0	134.0	142.1	0.89	61.7	62.8	62.2	1.02
2002	129.2	121.0	125.1	0.94	60.2	62.5	61.3	1.04
2003	124.9	118.0	121.5	0.94	61.3	63.0	62.1	1.03
2004	132.5	120.7	126.6	0.91	55.4	56.2	55.8	1.01
2005	117.0	110.1	113.6	0.94	53.6	54.1	54.1	1.01
2006	118.0	111.2	114.6	0.94	55.9	57.9	56.9	1.04
2007	111.5	105.1	108.3	0.94	54.7	55.0	54.9	1.01
2008	106.1	102.7	104.4	0.97	54.8	56.5	55.6	1.03
2009	105.5	98.8	102.2	0.94	55.4	54.7	55.0	0.99
2010	106.1	98.2	102.2	0.93	60.8	59.1	60.0	0.97
2011	105.1	99.4	102.2	0.95	58.0	59.1	58.5	0.99
2012	103.3	97.3	100.4	0.94	56.9	57.7	57.3	1.01
2013	97.1	90.8	94.0	0.94	53.9	52.8	53.3	0.98
2014	99.4	92.6	96.1	0.93	55.3	54.7	55.0	0.99
2015	111.1	99.7	104.4	0.90	59.5	58.2	58.8	0.98
2016	139.0	123.0	131.0	0.88	73.4	71.3	72.3	0.97
2017	135.2	120.0	127.6	0.89	71.7	69.5	70.6	0.97
2018	132.5	117.7	125.1	0.89	71.4	67.9	69.7	0.95
2019	137.0	118.7	127.9	0.87	72.4	69.4	70.9	0.96

3.1.2 Gender Parity Index in Registered Primary Schools

Gender Parity Index (GPI) measures equality between boys and girls at any school level, we therefore consider GPI at primary school level in this chapter. A value of one (1) indicates enrolment equality between males and females, while a value of more than one (1) signifies more females than males in the selected age group and a value less than one (1) indicates more males than females. The GPI associated with AIR in Table 3.9 above reveals that overall, more males than females have access to primary education.

However, when the appropriate school going age is considered, NIR indicates that for most of the years under review, generally more females than males have had access to primary schooling from 2000 to 2012; which is consistent with the fact that some males attend school at older ages as they become herd boys before they start going to school especially in the mountainous districts.

3.1.3 Coverage of Participation in Primary Education

Gross Enrolment Ratio (GER) is defined as enrolment in a specified level of education (regardless of age) expressed as a percentage of the total official age population for that level. This indicator is used to demonstrate the general level of participation in a particular level of education. It is also used to signify the degree to which over-aged and under-aged children enroll in primary school in this case. A high GER shows that, there is a high degree of participation.

The overall coverage of participation of eligible population in the education system is indicated by Net Enrolment Rate (NER) therefore a high value of NER indicates a high degree of participation of the official school-age population.

Table 3.10 shows a slow fall in GER from 2016 to 2019, which reflects gradual decrease in the degree of participation, with NER also reducing from 89.4 to 85.8 percent during the same period.

Comparison by sex reveals that from 2007 to 2019 GER for males was higher than that of females while the opposite was largely observed in the preceding period. On the other hand, NER for females reflected a complete dominance over that of males, reaching its peak in 2016 at 89.4.

Provision of quality basic education is one of the strategic goals of the Ministry of Education and Training and in order to achieve this, the Ministry set itself targets; one such was the reduction of the pupil-teacher ratio from 41:1 in 2007 to 40:1 by the year 2015. It is evident that these target has log been attained. Since 2007, the ratio was was far above the Ministry’s target 40:1 pupils to one teacher. . The ratio further dropped to 37 pupils to one teacher from 2007 to 32.4 in 2019.

Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2001-2019

Year	Gross Enrolment				Net Enrolment				PTR
	Males	Females	GPI	Total	Males	Females	GPI	Total	
2001	120.6	123.2	1.02	121.9	79.5	85.4	1.07	82.7	47
2002	122.7	124.9	1.02	123.8	81.1	87.0	1.07	84.0	47
2003	123.8	125.9	1.02	124.9	82.0	88.1	1.07	85.0	46
2004	126.2	127.0	1.01	126.6	81.0	86.0	1.06	83.0	44
2005	126.0	126.3	1.00	126.1	80.6	85.7	1.06	83.1	42
2006	127.3	127.5	1.00	127.4	81.6	86.3	1.06	83.9	41
2007	120.8	120.2	1.00	120.5	79.5	83.4	1.05	81.4	37
2008	119.3	118.6	0.99	119.0	79.9	84.1	1.05	82.0	35
2009	116.2	116.2	1.00	116.2	78.6	83.2	1.06	80.9	34
2010	116.2	113.9	0.98	115.1	80.1	83.5	1.04	81.8	34
2011	114.6	111.3	0.97	113.0	80.2	83.1	1.04	81.6	34
2012	111.6	108.8	0.97	110.2	79.6	82.6	1.04	81.1	34
2013	105.8	103.9	0.98	104.9	75.6	79.0	1.04	77.3	33
2014	103.4	101.1	0.98	102.3	75.1	78.2	1.04	76.6	33
2015	101.0	98.5	0.98	99.8	74.4	77.2	1.04	75.8	33.1
2016	119.0	113.0	0.98	116.0	89.0	89.8	1.01	89.4	33.8
2017	115.7	109.8	0.95	112.7	87.1.	87.8	1.00	87.0	33.0
2018	109.6	103.9	0.95	106.7	84.8	85.6	1.00	85.2	33.4
2019	108.4	102.2	0.94	105.3	85.9	85.7	1.00	85.8	32.4

Table 3.11 summarizes pupil teacher ratios (PTR) for 2019 by districts. It is observed from the table that the pupil teacher ratio for registered primary schools in general was estimated at 32.4 pupils per teacher. It ranged from 28.4 in Mohale's Hoek to 38.6 pupils per teacher in Mokhotlong.

Table 3.11: Learners Enrolled in Registered Primary Schools by District, 2019

District	Enrolment			Teachers			PTR
	M	F	Total	M	F	Total	Total
BOTHA-BOTHE	10634	10213	20847	164	522	686	30,4
LERIBE	27042	25196	52238	355	1284	1639	31,9
BEREA	20381	18784	39165	270	980	1250	31,3
MASERU	39447	37481	76928	513	1716	2229	34,5
MAFETENG	16312	14921	31233	293	762	1055	29,6
MOHALE'S HOEK	14428	13817	28245	257	736	993	28,4
QUTHING	9869	9524	19393	162	448	610	31,8
QACHA'S NEK	7004	6611	13615	111	332	443	30,7
MOKHOTLONG	10218	10562	20780	157	381	538	38,6
THABA-TSEKA	13151	14175	27326	244	506	750	36,4
Total	168486	161284	329770	2526	7667	10193	32.4

3.2 Disability in Registered Primary Schools

Out of the total enrolment of 329,770 in registered primary schools in 2019, about 14,537 were learners with the special educational needs. This implies that 4.4 percent of learners had some form of disability in 2019.

Table 3.12 below demonstrates enrolment of learners with special educational needs in registered primary schools by type of disability, grade and sex in 2019. It can be seen from the table that intellectual disability accounted for 8249 (56.7 percent) of the pupils with disability, followed by visual impairment with 2927 (20.1 percent) and the form of disability with less pupils is physical disability with 993 (6.8 percent). It should be noted that intellectual disability includes forms of learning difficulty, epilepsy and mental retardation.

Table 3.12: Learners with Special Educational Needs in registered Primary Schools by disability, Grade and sex, 2019

Disability Type	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Physical Disability	136	100	88	53	84	52	65	48	87	65	58	54	51	52	993
Visual Impairment	158	122	198	126	205	137	243	197	280	204	280	243	273	261	2927
Hearing Impairment	62	66	61	56	103	71	139	99	131	137	121	133	101	119	1399
Intellectual Disability	542	366	624	335	652	362	855	444	919	520	865	494	777	494	8249
Other	100	55	91	51	74	49	85	62	92	52	77	44	83	54	969
Total	998	709	1062	621	1118	671	1387	850	1509	978	1401	968	1285	980	14537

Table 3.13 shows enrolment of learners with special educational needs by district, zone and sex in 2019. The table indicates that there were more male learners with disabilities that was calculated as 76 162 (59.1%) and female learners as the least with 52 706 (40.9%). The situation was observed in all the zones. The highest number of learners with special educational needs of 79 078 which is about 61 percent was in the lowlands. This is due to the fact that formal special education schools are in the lowlands of some districts in the country.

Table 3.13: Learners in Registered Primary Schools with Special Educational Needs, by District, Zone and Sex 2019

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	4353	3075	7428	1184	813	1997	248	124	372	0	0	0	9797
LERIBE	10909	6889	17798	2419	1703	4122	1105	748	1853	0	0	0	23773
BEREA	7837	5165	13002	1471	938	2409	17	26	43	0	0	0	15454
MASERU	13435	9500	22935	2597	1888	4485	715	577	1292	0	0	0	28712
MAFETENG	7922	5251	13173	1180	834	2014	0	0	0	0	0	0	15187
MOHALES HOEK	2730	2012	4742	10	10	20	482	461	943	2170	1626	3796	9501
QUTHING	0	0	0	0	0	0	1029	780	1809	3981	2496	6477	8286
QACHAS NEK	0	0	0	0	0	0	985	701	1686	1343	785	2128	3814
MOKHOTLONG	0	0	0	0	0	0	4027	3132	7159	0	0	0	7159
THABA-TSEKA	0	0	0	0	0	0	3898	3056	6954	115	116	231	7185
Total	47186	31892	79078	8861	6186	15047	12506	9605	22111	7609	5023	12632	128868

3.3 Orphan-hood in Registered Primary Schools

Out of the total enrolment of 329,770 in 2019, there were 61,966 learners enrolled in registered primary schools who had either lost one or both parents through death.

Table 3.14 displays enrolment of orphans in registered primary schools by type of orphan-hood, grade and sex in 2019. It is observed from the table that the percentage of paternal orphans was leading with 37638(60.7 percent) of all the orphans in registered primary schools; then followed maternal orphans with 13997(22.6 percent) and double orphans with 10331(16.7 percent). The table further shows that majority of orphans were males in all the grades except in both Grade 6 and grade 7.

Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type, grade and Sex, 2019

Type	GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Paternal	2354	1924	2167	1889	2497	2210	3049	2566	3039	2965	3039	3302	3099	3538	37638
Maternal	824	803	839	724	904	840	1013	917	1124	1175	1214	1185	1167	1268	13997
Double	481	419	444	425	587	501	736	628	918	831	1013	1025	1116	1207	10331
Total	3659	3146	3450	3038	3988	3551	4798	4111	5081	4971	5266	5512	5382	6013	61966

Note: Paternal = Father deceased; Maternal = Mother deceased; Double = Both Parents deceased. Table 3.15 presents enrolment of orphans in registered primary schools by district, zone and sex 2019. It is observed from the table that there were more male orphans in all the zones except in the mountain. Comparison by zones depicts that there were more orphans in the lowlands (52.4%) followed by mountain (24.6%), foothills (12.2%) and senqu river valley (10.8%) respectively.

Table 3.15: Orphans in Registered Primary Schools by District, Zone and Sex, 2019

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	1056	1073	2129	481	449	930	119	115	234	0	0	0	3293
LERIBE	3210	2943	6153	763	716	1479	549	586	1135	0	0	0	8767
BEREA	2818	2627	5445	543	508	1051	15	9	24	0	0	0	6520
MASERU	4989	4748	9737	1311	1141	2452	602	595	1197	0	0	0	13386
MAFETENG	2870	2567	5437	690	683	1373	0	0	0	0	0	0	6810
MOHALES HOEK	1254	1198	2452	22	23	45	455	538	993	1103	1017	2120	5610
QUTHING	0	0	0	0	0	0	543	580	1123	1462	1359	2821	3944
QACHAS NEK	0	0	0	0	0	0	454	427	881	687	654	1341	2222
MOKHOTLONG	0	0	0	0	0	0	1981	2189	4170	0	0	0	4170
THABA-TSEKA	0	0	0	0	0	0	2405	2538	4943	83	97	180	5123
Total	16197	15156	31353	3810	3520	7330	7123	7577	14700	3335	3127	6462	59845

3.4 Inputs for Primary Education

The Ministry of Education and Training values inputs to primary education as key to shifting this level to the higher step; to ensure the support to primary education, The Ministry's huge responsibility comprises of provision of appropriate buildings, qualified teachers, sufficient facilities and education materials to increase the accessibility of schools and achieve sustainable enrolment gains at this level of education.

3.4.1 Primary Schools

Since the past century, the majority of the schools in the country belong to the churches and community. However, schools owned by Government are currently increasing and those that are privately owned even though they are still fewer than those owned by churches. Despite the fact that provision of quality education is a joint responsibility between agencies and the government, the government is largely responsible for the payment of teachers and provision of financial support for most of these registered schools belonging to these agencies.

Figure 3.3 presents the percentage share of registered primary schools by agencies in 2019. It is observed from the figure that RCM had the majority of the registered primary schools with 34 percent, followed by LEC with 32 percent and schools registered by AME were the least with 1 percent. In general, most primary schools were owned by the individual churches while government and community maintained 11 percent and 4 percent of schools respectively.

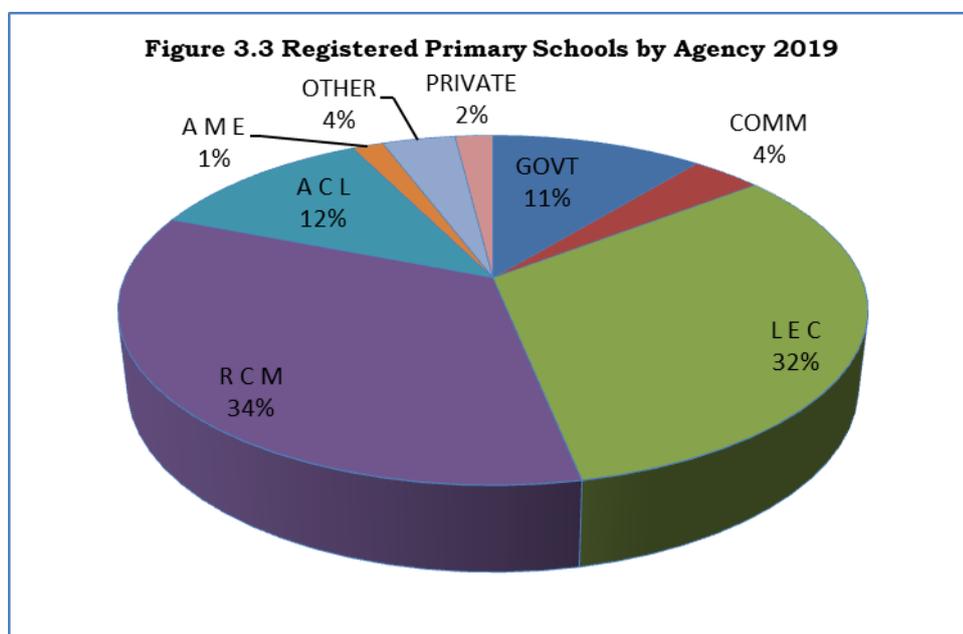


Table 3.16 illustrates the enrolment in registered primary schools, number of schools, number of teachers and percentage change in enrolment from 2010 to 2019. The table demonstrates that primary school enrolment decreased from 388,681 in 2010 to 329,770 in 2019. The table further indicates that the total number of primary schools increased continuously from 1,473 in 2010 to 1,486 in 2019. It should be noted that these are the schools that have responded to the annual survey and were operational during data collection period for these ten years. Some of the schools that were not operational were schools that were not officially shut down or closed but rather none-operational because they had no students enrolled in the first and the second quarters of school calendar during data collection.

It should be noted that reduced number of schools may not necessarily mean reduction of registered schools, but since Government has been building schools in the remote and hard to walk by children to reduce long walking- distances by children to schools; and so children leave their old schools which are further off to attend new government schools, which are also better equipped with facilities and teaching staff, which leaves old schools with little or no children.

Table 3.16 furthermore shows that number of orphans enrolled in primary school level have been relatively high as it constituted 18.8 percent of the total enrolment in 2019. Evidently, free primary education has facilitated access to education for many orphans at this level of education.

Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2010-2019

Indicators	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Enrolment	388681	385437	381690	369469	366048	361637	360756	354847	340421	329770
% Change in Enrolment	-0.2	-0.8	-1	-3.2	-0.9	-0.01	-0.2	-1.7	-4.2	-3.2
Number of schools	1473	1468	1469	1472	1477	1478	1478	1483	1486	1486
Number of teachers	11508	11378	11200	11324	11164	10932	10687	10699	10182	10193
Number of Orphans	120463	116558	122178	115379	110825	94333	89466	82412	73046	61966
Number of Learners with Special needs	20490	20635	19682	20100	20357	18951	18232	18875	17981	14537

It is further shown that the number of learners with special educational needs in registered primary schools has been higher over the years under observation, however lower than that of orphans.

Table 3.17 presents the distribution of schools by district and ecological zone. As a result, it is observed that in general, out of 1,486 registered primary schools in 2019, majority of them which is represented by 632 (42.5 percent) were in the lowlands; this percentage was followed by the one for mountains with 439 (29.5 percent). The Senqu river valley and foothills accounted for 15.4 and 12.5 percent of schools respectively.

It is further observed from the table that within the Lowlands, Maseru had the highest number of schools (158); it was followed by Leribe with 139 and then Mafeteng with 123 while Mohale’s Hoek had 54 registered primary schools in this ecological zone. It is further observed that from Quthing to Thaba-Tseka there were no Lowlands or no schools in the Lowlands.

In the Foothills, majority of schools were also in Maseru (64); it was followed by Mafeteng with 35 schools; Leribe with 33; Botha-Bothe with 29 and lastly Berea with 24 schools; whereas; the rest of the other districts had very few or no Foothills or no schools in that Ecological zone.

Berea had only one (1) school in the Mountains while Mafeteng had no school in the Mountains or there are no Mountainous areas in that district. Botha-Bothe had 12 schools in the same Ecological zone. On the other hand, Thaba-Tseka and Mokhotlong accounted respectively for 134 (30.4 percent) and 106 (24.0 percent) of schools in the Mountains of Lesotho. There are only four districts with the Senqu River Valley; namely; Mohale’s Hoek; Quthing and Qacha’s Nek and their respective percentages ranged from 3.5 to 38.5.

Table 3.17: Registered Primary Schools by District and Ecological Zones, 2019

DISTRICT	LOWLANDS	FOOTHILLS	MOUNTAIN	S R V	Total
BOTHA-BOTHE	42	29	12	0	83
LERIBE	139	33	32	0	204
BEREA	116	24	1	0	141
MASERU	158	64	36	0	258
MAFETENG	123	35	0	0	158
MOHALE'S HOEK	54	1	45	69	169
QUTHING	0	0	35	88	123
QACHA'S NEK	0	0	38	64	102
MOKHOTLONG	0	0	106	0	106
THABA-TSEKA	0	0	134	8	142
Total	632	186	439	229	1 486

Table 3.18 presents the number and percentage distribution of registered schools by district and type of institution. It is shown from the table that majority of registered primary schools were public, while private schools were fewer in number. In general out of 1,486 registered primary schools in Lesotho, 98.0 percent were public schools in 2019.

Maseru accounted for more registered public and private primary schools estimated at 17 and 37.9 percent respectively. It was followed by Leribe that had public and private schools that are shown as 13.5 and 27.6 percent. Botha Bothe had the least percentages of public and private schools.

Table 3.18: Number and Percentage Distribution of Registered Schools by District and type of institution, 2019

District	PUBLIC		PRIVATE		TOTAL
	NO. OF SCHOOLS	PERCENT	NO. OF SCHOOLS	PERCENT	
Botha-Bothe	81	5,6	2	6,9	83
Leribe	196	13,5	8	27,6	204
Berea	136	9,3	5	17,2	141
Maseru	247	17,0	11	37,9	258
Mafeteng	155	10,6	3	10,3	158
Mohale's Hoek	169	11,6	0	0	169
Quthing	123	8,4	0	0	123
Qacha's Nek	102	7,0	0	0	102
Mokhotlong	106	7,3	0	0	106
Thaba-Tseka	142	9,7	0	0	142
Total	1457	100	29	100	1486

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2019. It is shown in the table that 84.7 percent of the registered primary schools were in the rural areas.

In the urban areas, Maseru constituted the highest percentage estimated at 29.1 while in the rural areas Maseru and Leribe accounted for about 15.3 percent and 14.2 orderly.

Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2019

Residence District	Urban		Rural		Total
	No. of Schools	Percent	No. of Schools	Percent	
BOTHA-BOTHE	19	8,4	64	5,1	83
LERIBE	25	11,0	179	14,2	204
BEREA	15	6,6	126	10,0	141
MASERU	66	29,1	192	15,3	258
MAFETENG	24	10,6	134	10,6	158
MOHALE'S HOEK	19	8,4	150	11,9	169
QUTHING	19	8,4	104	8,3	123
QACHA'S NEK	9	4,0	93	7,4	102
MOKHOTLONG	17	7,5	89	7,1	106
THABA-TSEKA	14	6,2	128	10,2	142
Total	227	100	1 259	100	1 486

3.4.2 Teachers in Registered Primary Schools

This sub-section focuses mainly on teachers and whether they were qualified or not. It further compares them by district and pupil to teacher ratio by district and sex. Out of the total number of 10,193 primary school teachers in 2019, 9 457 (92.8%) were qualified. However, it is observed that these qualified teachers were not willing to teach in the mountainous districts such as Qacha's Nek and Mokhotlong as low number was detected. It is further observed that generally there were more pupils per qualified primary school teacher than primary school pupils per teacher irrespective of the qualifications. Thus one qualified teacher was to teach 34 primary school learners, whereas, there were 32 primary school learners who were supposed to be taught by one teacher irrespective of the teacher's qualification.

Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2019

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil (qualified) Teacher Ratios	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	PTR	PQTR
Botha-Bothe	10634	10213	20847	164	522	686	158	420	578	6	102	108	30,4	36.1
Leribe	27042	25196	52238	355	1284	1639	332	1183	1515	23	101	124	31,9	34.5
Berea	20381	18784	39165	270	980	1250	258	895	1153	12	85	97	31,3	34.0
Maseru	39447	37481	76928	513	1716	2229	494	1608	2102	19	108	127	34,5	36.6
Mafeteng	16312	14921	31233	293	762	1055	280	709	989	13	53	66	29,6	31.6
Mohale's Hoek	14428	13817	28245	257	736	993	244	688	932	13	48	61	28,4	30.3
Quthing	9869	9524	19393	162	448	610	150	426	576	12	22	34	31,8	33.7
Qacha's Nek	7004	6611	13615	111	332	443	105	314	419	6	18	24	30,7	32.5
Mokhotlong	10218	10562	20780	157	381	538	139	359	498	18	22	40	38,6	41.7
Thaba-Tseka	13151	14175	27326	244	506	750	222	473	695	22	33	55	36,4	39.3

Total	168486	161284	329770	2526	7667	10193	2382	7075	9457	144	592	736	32.4	34.9
--------------	---------------	---------------	---------------	-------------	-------------	--------------	-------------	-------------	-------------	------------	------------	------------	-------------	-------------

The ratios for the qualified teachers were highest in Mokhotlong and Thaba-Tseka as they were 41.7 and 39.3 pupils per qualified teacher respectively; then followed Maseru with 36.6 pupils per qualified teacher. Even though the ratios for all teachers were high also in Mokhotlong and Thaba-Tseka they were lower than the ones for the qualified teachers as they were estimated at 38.6 and 36.4 respectively. The table further shows more qualified female teachers than their male counterparts.

The distribution of teachers in registered primary schools by district, agency and sex is illustrated in Table 3.21. From the table, it is observed that out of 10,193 teachers in registered primary schools, 9,906 which are 97.2 percent of them were in public schools. There were also more female teachers than male teachers in registered primary schools as female teachers in registered public primary schools were represented by 75.2 percent and those in private primary schools also accounted for 74.2 percent.

The table further shows that Maseru district accounted for 2229 (21.9 percent) of all primary teachers; it was followed by Leribe with 1639 (16.1 percent) and then Berea and Mafeteng with 1250(12.3 percent) and 1055 (10.4 percent) respectively.

Table 3.21: Teachers in Registered Primary Schools by District, Public, Private and Sex, 2019

	M	F	Total	M	F	Total	
BUTHA-BUTHE	159	512	671	5	10	15	686
LERIBE	337	1234	1571	18	50	68	1639
BEREA	257	947	1204	13	33	46	1250
MASERU	481	1612	2093	32	104	136	2229
MAFETENG	287	746	1033	6	16	22	1055
MOHALE'S HOEK	257	736	993	0	0	0	993
QUTHING	162	448	610	0	0	0	610
QACHA'S NEK	111	332	443	0	0	0	443
MOKHOTLONG	157	381	538	0	0	0	538
THABA-TSEKA	244	506	750	0	0	0	750

3.5 Efficiency and Quality of Education

The term 'efficiency' is derived from economic theory; it is defined as the optimal relationship between inputs and outputs. An activity is said to be carried out efficiently when a given quantity of output is obtained with a minimum amount of inputs or when a given quantity of inputs produces maximal output. The term applies to all types of planned behavior geared towards defined objectives hence its adoption by planners in the field of education.

The pupil-year concept is a convenient, non-monetary way of measuring inputs. One pupil-year stands for all the resources used to keep one pupil in school for one academic year. Therefore, it represents one year's worth of education and accompanying expenditure. Two pupil years, for instance, represent the resources needed to keep one pupil in school for two years. If a pupil repeats a grade, he is getting only one year's worth education, but consuming two years' worth of expenditure. If it takes 6 years to qualify for a certain diploma, a pupil who has dropped out of school after only three years has used three years' worth of expenditure but failed to obtain the qualifying diploma. In the analysis of efficiency, repeaters and dropouts represent waste in the educational system.

In order to track the flow of pupils through an education system, at the beginning of the year it is necessary to ask a question such as: "What has become of the pupils enrolled in a particular grade the previous year?" There are three possible and mutually exclusive events: (a) Pupils may have been promoted to the next higher grade, (b) Pupils may have repeated the same grade, (c) Pupils may have dropped out (that is, left school entirely, emigrated to another school system or died).

Successful pupils might have gone through the cycle and graduated from the final year of the cycle. Promotion, repetition and dropout rates are the three likely paths of pupils' flow from grade to grade and they characterize the efficiency of the education system in producing graduates. These rates are, therefore, used for monitoring, evaluation and projection of the efficiency of pupil flow in an education system.

3.5.1 Repeaters in Registered Primary Schools

Table 3.22 illustrates enrolment of repeaters in registered primary schools by age, grade and sex in 2019. It is revealed that out of the total 329,770 of learners enrolled in registered primary schools in 2019, about 29,389 (8.9 percent) were repeaters. The table also discloses that generally high percentage of repeaters was in grade 1 with 19.3 and reduced to 13.2 in grade 2. The percentage of repeaters increased afterwards from 14.5 in grade 3 to 16.8 percent in grade 4 and then continuously declined from 16.2 percent in grade 5 to 8.0 percent in grade 7.

The percentage of repeaters was highest at 12.6 percent in age 11 years, and then followed by age 12 years with 12.2 percent. About 12.1 percent of repeaters were in age 7 years. For age 10 and 7 years, the percentages were 11.9 and 11.5 percent respectively. The table further shows that the male repeaters were entirely dominant across all the grades and all the ages.

Table 3.22: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2019

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	13	12	0	0	0	0	0	0	0	0	0	0	0	0	13	12	25
6	339	236	7	13	0	0	0	0	0	0	0	0	0	0	346	249	595
7	2008	1205	186	153	7	8	0	0	0	0	0	0	0	0	2201	1366	3567
8	885	478	886	575	121	94	21	18	0	0	0	0	0	0	1913	1165	3078
9	218	102	798	439	827	490	142	114	16	13	0	0	0	0	2001	1158	3159
10	75	30	366	166	952	473	678	515	124	98	19	13	0	0	2214	1295	3509
11	17	6	137	63	535	203	1019	564	524	439	85	90	5	6	2322	1371	3693
12	12	5	50	17	241	80	717	283	918	524	353	299	34	57	2325	1265	3590
13	2	2	15	5	104	47	418	139	767	375	556	414	236	299	2098	1281	3379
14	13	7	8	2	33	6	148	57	432	170	602	327	362	397	1598	966	2564
15	0	1	1	0	20	3	60	17	192	66	296	168	289	241	858	496	1354
16	0	2	1	0	3	1	21	9	49	17	140	57	173	112	387	198	585
17	0	1	0	0	1	0	4	3	18	15	50	16	57	40	130	75	205
18	0	0	0	0	0	1	1	0	3	6	11	10	17	10	32	27	59
19	0	0	0	0	0	0	0	0	0	1	2	1	8	2	10	4	14
20	0	0	0	1	0	0	0	0	0	0	2	0	3	1	5	2	7
>20	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	6
Total	3582	2087	2455	1434	2844	1406	3229	1719	3043	1724	2116	1395	1187	1168	18456	10933	29389

The analysis of repeaters by District, Ecological Zone, and Sex is shown in Table 3.23. It is revealed in the table below that the Lowlands and Mountains had the higher number of primary school repeaters represented by 44.3 and 31.2 percent respectively, while the Foothills and Senqu River Valley had the least number of repeaters estimated at 11.0 and 13.4 percent separately.

Maseru also had the highest number of repeaters represented by 19.1 percent, whereas Qacha's Nek constituted only 2.9 percent as the least.

Table 3.23: Registered Primary School Repeaters by District, Ecological Zone and Sex, 2019

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BOTHA-BOTHE	493	218	711	282	135	417	62	35	97	0	0	0	1225
LERIBE	1720	904	2624	427	243	670	384	248	632	0	0	0	3926
BEREA	1170	618	1788	202	99	301	11	8	19	0	0	0	2108
MASERU	2545	1541	4086	689	357	1046	295	180	475	0	0	0	5607
MAFETENG	1786	1007	2793	501	301	802	0	0	0	0	0	0	3595
MOHALE'S HOEK	674	345	1019	0	0	0	302	236	538	916	567	1483	3040
QUTHING	0	0	0	0	0	0	615	355	970	1040	688	1728	2698
QACHA'S NEK	0	0	0	0	0	0	222	127	349	322	194	516	865
MOKHOTLONG	0	0	0	0	0	0	1572	929	2501	0	0	0	2501
THABA-TSEKA	0	0	0	0	0	0	2093	1507	3600	133	91	224	3824
Total	8388	4633	13021	2101	1135	3236	5556	3625	9181	2411	1540	3951	29389

3.5.3 Transition Rates from Standard 7 to Form A

Transition rates represent the number of pupils admitted into the first grade/form of a higher level of education in a given year, expressed as a percentage of the total number of pupils enrolled in the final grade of the lower level of education in the previous year. This indicator communicates information about the degree of transition from one level of education to the next. High transition rates indicate a high level of success from one level of education to another.

Table 3.24 illustrates that transition rates have been fluctuating since the year 2001 to 2019; the lowest transition rate was recorded in 2003 as 61.6 while the highest transition rate has been recorded as 80.5 in 2018. The table also indicates that more males than females proceeded from standard 7 to Form A from 2001 to 2007. The trend reversed direction from 2008 to 2019 whereby more females than males progressed from standard 7 to Form A.

Table 3.24: Transition Rates from Standard 7 to Form A, 2001-2019

Year	Transits from Standard 7 to Form A			Transition Rates		
	Males	Females	Total	Males	Females	Total
2001	9799	13035	22834	67.0	66.7	66.8
2002	10354	13698	24046	65.3	62.2	63.5
2003	10121	13138	23259	63.6	62.1	61.6
2004	10892	14367	24809	67.5	64.7	66.5
2005	11586	14999	26585	69.6	68.3	68.9
2006	10924	14205	25129	70.3	69.1	69.6
2007	12995	17980	30975	68.3	66.4	67.2
2008	12527	17525	30052	68.0	70.0	69.2
2009	13198	18105	31303	71.7	74.1	73.1
2010	13725	18630	32355	75.3	75.6	75.5
2011	13811	18514	32325	72.5	75.2	74
2012	14158	17812	31970	74.8	74.8	74.8
2013	13672	17494	31166	74.3	74.8	74.6
2014	13450	17948	31398	74.4	76.1	75.4
2015	13863	18116	31979	75.6	77.9	76.9
2016	13976	18220	32196	75.9	78.3	77.3
2017	18550	22178	40728	77.9	82.8	80.5
2018	16413	19718	36131	75.5	82.6	79.3
2019						

Chapter 4: Secondary School Education

4.0 Introduction

Secondary education is an intermediate level between Primary Level and Technical School College or University. This level of education generally comprises of junior or lower and senior or upper secondary education. Junior secondary level covers Form A to Form C, and the Junior Certificate (JC) is awarded on successful completion of Form C.

However Since 2016 Junior certificate also forms part of basic education level which comprise of pre primary, primary and lower secondary levels. Senior secondary level begins from Form D to Form E. Cambridge Overseas School Certificate (COSC) which is currently known as the Lesotho General Certificate in Secondary Education (LGCSE) is awarded on successful completion of Form E. Usually provided at this level is general, technical or vocational and college preparatory curricula. In Lesotho, junior and senior secondary schools are inseparable in terms of facilities and teaching staff.

4.1 Enrolment in Registered Secondary Schools

Table 4.1 below shows enrolment in Lower and Upper Registered Secondary schools by age, level of education and sex in 2019. The total enrolment in the lower secondary education (Form A - C) for the year 2019 was 101315 which consist of 44479 boys and 56836 girls. While in the upper secondary education (Form D - E) total enrolment in the same year was 33769 which consist of 13944 boys and 19825 girls. The overall enrolment in 2019 in registered secondary schools was 135084 students. This number consists of 58,423 (43.3 percent) boys and 76,661 (56.7 percent) girls enrolled in all registered secondary schools.

The overall enrolment in 2019 in registered secondary schools was 135084, while in 2018 the total enrolment was 138894 students. This shows a decrease in enrolment of 2.7 percent between 2018 and 2019. While between 2017 and 2018 the total enrolment in registered secondary schools increased by 7.2 percent.

Table 4.1: Distribution of Enrolment in Lower and Upper Registered Secondary Schools by Age, Level of education and Sex, 2018

Age	FORMA		FORMB		FORMC		TOTAL			FORMD		FORME		TOTAL			Total
	M	F	M	F	M	F	M	F	T	M	F	M	F	M	F	T	
<13	795	1582	0	0	0	0	795	1582	2377	0	0	0	0	0	0	0	2377
13	3777	6593	580	1263	0	0	4357	7856	12213	0	0	0	0	0	0	0	12213
14	5399	6916	2489	5098	543	1212	8431	13226	21657	0	0	0	0	0	0	0	21657
15	4578	4275	3660	5644	1796	3460	10034	13379	23413	429	931	0	2	429	933	1362	24775
16	2995	2213	3185	4021	2241	3560	8421	9794	18215	1356	2622	372	853	1728	3475	5203	23418
17	1599	901	2701	2546	2072	2589	6372	6036	12408	1760	2907	1141	2134	2901	5041	7942	20350
18	583	357	1443	1208	1413	1450	3439	3015	6454	1606	2212	1317	1986	2923	4198	7121	13575
19	179	105	602	440	889	745	1670	1290	2960	1275	1490	1158	1434	2433	2924	5357	8317
20	35	23	185	114	384	278	604	415	1019	830	754	938	914	1768	1668	3436	4455
21	9	10	61	27	152	114	222	151	373	390	301	567	532	957	833	1790	2163
22	5	4	21	9	63	42	89	55	144	144	151	334	270	478	421	899	1043
23	1	2	5	3	15	4	21	9	30	64	52	142	112	206	164	370	400
24	0	1	5	7	14	7	19	15	34	16	25	59	53	75	78	153	187
>24	0	2	2	2	3	9	5	13	18	20	35	26	55	46	90	136	154
Total	19955	22984	14939	20382	9585	13470	44479	56836	101315	7890	11480	6054	8345	13944	19825	33769	135084

Table 4.2 displays the distribution of secondary enrolment in the districts by agency and sex in 2019. This shows that 131756 (97.5 percent) of students enrolled in registered public secondary schools as compared to 3328 (2.5 percent) enrolled in registered private secondary schools. In both public and private registered secondary schools, the number of girls enrolled is higher than that of boys. There were 74848 (56.8 percent) girls enrolled in registered public secondary schools compared to 56908 (43.2 percent) boys. While in private registered secondary schools there were 1813 (54.5 percent) girls and 1515 (45.5 percent) boys.

This also depicts that among students who enrolled in registered private secondary schools a larger proportion of students are enrolled in Maseru district with 56.5 percent, while Leribe followed with 25.8 percent. Berea and Mafeteng followed with 10.4 percent and 5.3 percent respectively, and Butha-Buthe had the lowest enrolment with 2.0 percent.

Furthermore, it portrays that these registered private secondary schools were mostly found in the northern districts of Lesotho which are Butha-Buthe, Leribe, and Berea. While other private schools were found in Maseru and very few in Mafeteng. Other districts, such as Mohale's Hoek, Quthing, Qacha's Nek, Thaba-Tseka and Mokhotlong did not have registered private secondary schools.

Table 4.2: Distribution of Enrolment in Registered Public and Private Secondary Schools by District, Public, Private and Sex - 2019

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	T	M	F	T	
BUTHA-BUTHE	4570	6072	10642	34	34	68	10710
LERIBE	10438	13817	24255	373	487	860	25115
BEREA	7953	9490	17443	152	193	345	17788
MASERU	15629	19123	34752	875	1004	1879	36631
MAFETENG	6553	8064	14617	81	95	176	14793
MOHALES HOEK	3550	4723	8273	0	0	0	8273
QUTHING	2651	3562	6213	0	0	0	6213
QACHAS NEK	1931	2884	4815	0	0	0	4815
MOKHOTLONG	1962	3875	5837	0	0	0	5837
THABA-TSEKA	1671	3238	4909	0	0	0	4909
Total	56908	74848	131756	1515	1813	3328	135084

Table 4.3 portrays distribution of enrolment in registered secondary schools in the districts, ecological zones and sex in 2019. It shows that registered secondary schools in Maseru have the highest proportion of enrolment as compared to other districts. The proportion of students who enrolled in registered secondary schools in Maseru is 27.1 percent, while Leribe and Berea followed with 18.6 percent and 13.2 percent respectively. The districts with the lowest student enrolment in registered secondary schools were Mokhotlong, Thaba-Tseka and Qacha's Nek with 4.3 percent, and 3.6 percent respectively.

This table further shows that student enrolments in the lowlands is higher than those in other ecological zones. For instance, the proportion of students enrolled in the lowlands is 71.9 percent of the total enrolment. This is followed by enrolment in the mountainous with 13.3 percent, while the lowest students' enrolment is in the Foothills and Senqu River Valley with 8.1 and 6.7 percent respectively.

Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone and Sex, 2019

District	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	3489	4566	8055	994	1277	2271	121	263	384	0	0	0	10710
LERIBE	9206	11681	20887	1282	1909	3191	323	714	1037	0	0	0	25115
BEREA	7369	8844	16213	736	839	1575	0	0	0	0	0	0	17788
MASERU	14873	17300	32173	1006	1697	2703	625	1130	1755	0	0	0	36631
MAFETENG	6169	7452	13621	465	707	1172	0	0	0	0	0	0	14793
MOHALES HOEK	2746	3377	6123	0	0	0	57	115	172	747	1231	1978	8273
QUTHING	0	0	0	0	0	0	283	610	893	2368	2952	5320	6213
QACHAS NEK	0	0	0	0	0	0	1315	1695	3010	616	1189	1805	4815
MOKHOTLONG	0	0	0	0	0	0	1962	3875	5837	0	0	0	5837
THABA-TSEKA	0	0	0	0	0	0	1671	3238	4909	0	0	0	4909
Total	43852	53220	97072	4483	6429	10912	6357	11640	17997	3731	5372	9103	135084

4.2 Trend Analysis of Registered Secondary Schools Enrolment

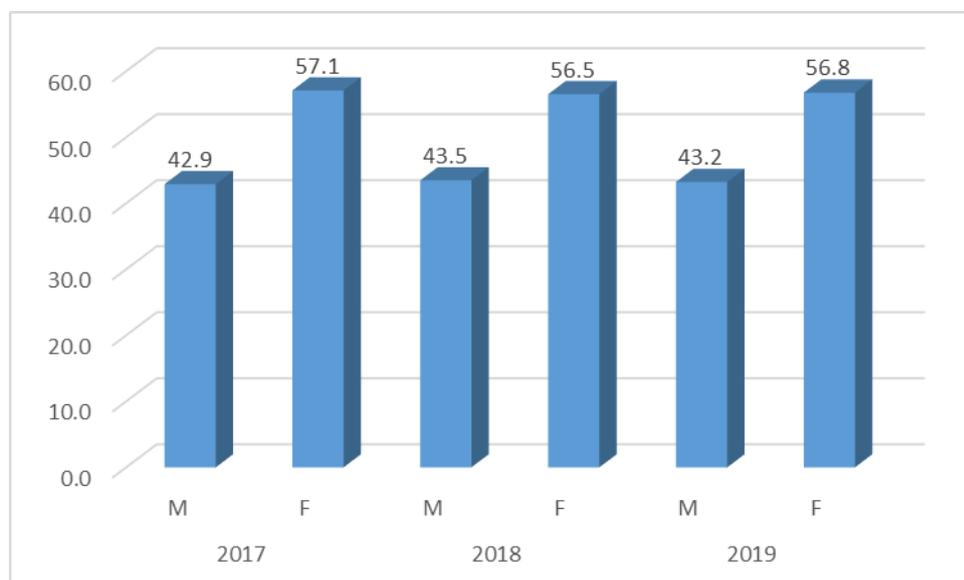
Table 4.4: Number and Percentage distribution of Students in Registered Secondary Schools by District, Sex and Percentage Distribution, 2017-2019

District	2017				2018				2019			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	4279	5833	10112	7.8	4539	6168	10707	7.7	4604	6106	10710	7.9
Leribe	10350	13588	23938	18.5	11165	14620	25785	18.6	10811	14304	25115	18.6
Berea	7569	9332	16901	13.1	8443	9856	18299	13.2	8105	9683	17788	13.2
Maseru	15559	19162	34721	26.9	16980	20277	37257	26.8	16504	20127	36631	27.1
Mafeteng	6447	7924	14371	11.1	6900	8311	15211	11	6634	8159	14793	11.0
Mohale's Hoek	3361	4604	7965	6.2	3496	4803	8299	6	3550	4723	8273	6.1
Quthing	2540	3657	6197	4.8	2876	3749	6625	4.8	2651	3562	6213	4.6
Qacha's Nek	1843	2850	4693	3.6	2087	3246	5333	3.8	1931	2884	4815	3.6
Mokhotlong	1818	3703	5521	4.3	2065	4042	6107	4.4	1962	3875	5837	4.3
Thaba-Tseka	1663	3110	4773	3.7	1831	3440	5271	3.8	1671	3238	4909	3.6
Total	55429	73763	129192	100	60382	78512	138894	100	58423	76661	135084	100.0

Table 4.4 reveals trend enrolment from 2017 to 2019 by district and sex. It can be observed from the table that enrolment has been increasing but dropped from 2018 to 2019. As shown in the table, from 2017 to 2019 the three districts were leading in enrolments, Maseru with 27.1 percent, Leribe with 18.6 percent and Berea with 13.2 percent, whereas Qacha's Nek and Thaba-Tseka had the least enrolments resulting to low percentage representations. This pattern has been the same in the past three years displayed in the table.

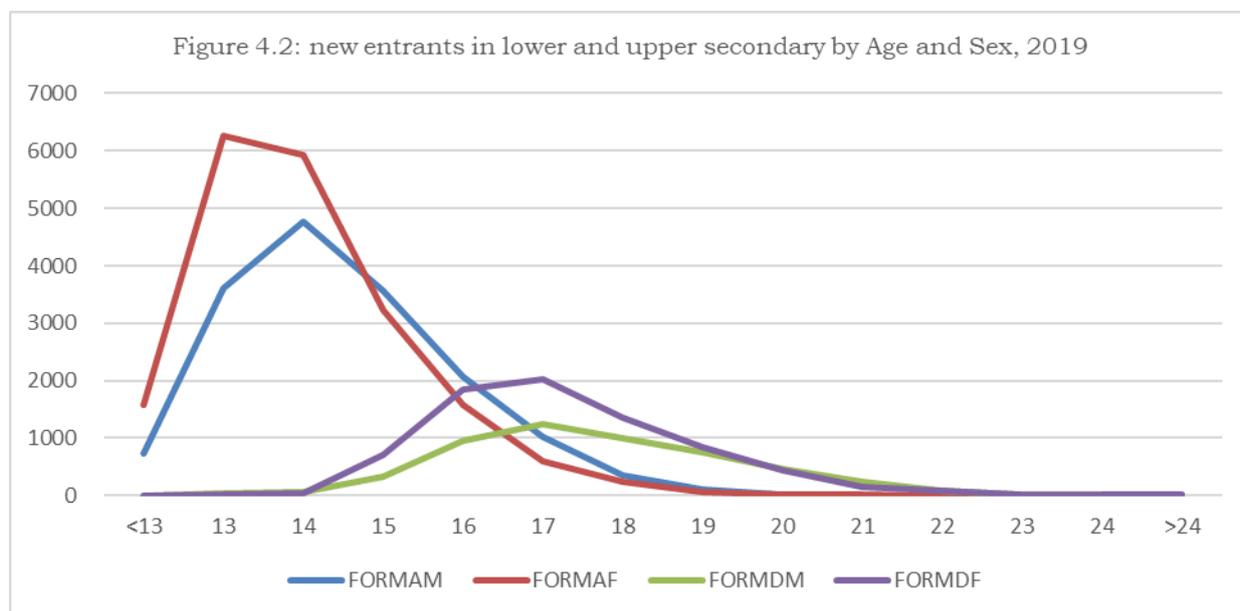
The table further illustrates that enrolment of males had been fluctuating for the period under review whereas females' enrolment had been steadily increasing. The table also shows that female enrolment had been higher than male enrolment in all the districts from 2017 to 2019.

Figure 4.1: Percentage distribution in Registered Secondary Schools from 2017 to 2019 by Sex



4.3 New Entrants in Registered Secondary Schools

Figure 4.2 depicts new entrants in lower secondary (Form A) and upper secondary (Form D) by age and sex in 2019. In Form A, the new entrants were at peak at age 13 for both sexes, while ages 13 to age 15 were the next highest. From age 16 the decrement to age to age 19, the opposite is observed. In Form D, the number of new entrants was dominated at age 17 for both males and females. For ages 16 to 18 years' new entrants were high; For both form A and Form D Females New entrants surpassed their New entrant's males' counterparts.



4.4 Coverage of Participation in Secondary Education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicate the overall coverage of an educational system in relation to the population eligible for participation in the system. A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100 percent. Therefore, increasing trends reflect improvement in the participation at the specified level of education. The incidence of under-aged and over-aged enrolment can be observed by the GER.

4.4.1 Gross and Net Enrolment Rates, Pupils to Teacher Ratios and the Gender Parity Indices for Registered Secondary Schools

Table 4.5 demonstrates gross and net enrolment rates, pupils' teacher ratios and gender parity index for registered secondary schools for the period 2004 to 2018. Compared to the primary level, secondary school ratios remained quite low for the period under review. However, unlike primary schools where rates have been decreasing, rates in secondary schools have been generally increasing over the years, as they increased from 2004 to 2018. For instance, the total net enrolment rate has been increasing from 23.8 percent in 2004 to 46.8 percent in 2018.

The gender parity indices from gross enrolment rates and net enrolment rates have almost remained constant in more than 10 years' time. This signifies the gender disparity that is slightly in favour of females at this level of education.

The pupil' teacher ratios represent the average number of students per teacher; the figures from 2004 to 2019 are displayed in Table 4.5. During the period under review, the pupil teacher ratios have been fluctuating between 23.5 and 26.6. Although the pupil teacher ratios seemed to be low, some teachers may still be loaded and teach many children while others may be underutilized. The situation originates from the uneven distribution of enrolments and teachers in registered secondary schools. Many teachers would not like to teach in the remote areas hence, are overcrowded in the schools located in the lowlands or urban areas.

Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2004-2018

Year	Gross Enrolment Rates				Net Enrolment Rates				PTR
	M	F	T	GPI	M	F	T	GPI	
2004	32.2	41.5	36.8	1.3	18.6	29	23.8	1.5	25.0
2005	34.2	44	39.1	1.3	19.8	31.2	25.4	1.6	26.6
2006	34.8	44.9	39.8	1.3	20	31.4	25.7	1.6	25.7
2007	35.5	47.3	41.4	1.3	20.8	33.4	27	1.6	24.4
2008	37.1	50.6	43.8	1.4	22.3	35.9	29	1.6	24.0
2009	39.7	55.8	47.7	1.4	23.8	39.4	31.5	1.7	23.5
2010	44.4	61.9	53.1	1.4	26	42.5	34.2	1.6	25.8
2011	46.5	64.4	55.4	1.4	27.6	44.2	35.8	1.6	24.9
2012	46.9	64.0	55.4	1.4	28.5	44.6	36.5	1.6	25.1
2013	46.9	63.6	55.2	1.4	29.2	45.6	37.3	1.6	24.1
2014	47.1	64.5	55.7	1.4	29.4	46.2	37.7	1.6	23.9
2015	47.3	64.5	55.8	1.4	30.4	47.3	38.7	1.6	24.0
2016	51.9	70.4	61.1	1.4	34.0	52.3	43.1	1.6	24.0
2017	51.5	69.4	60.4	1.3	34.6	52.1	43.3	1.5	25.0
2018	55.4	72.9	64.1	1.3	38.5	55.1	46.8	1.4	26.0
2019	56.7	75.7	66.1	1.3	41.4	59.0	50.1	1.4	25.0

Table 4.6 displays the net enrolment rates for lower and upper secondary schools aggregated by sex. Generally, the GER and NER for the lower secondary education are much higher than those in the upper secondary education. For the NER, this implies that there was high degree of participation of the official school age population in lower secondary than upper secondary. The table also denotes the improvement of both GER and NER rates between 2016 and 2019. The variation in participation by sex revealed that female's participation of the official school age population was higher than that of males. For instance, in 2019 the lower secondary schools NER for males was observed as 37.1 percent and the one for females was 56.7 percent. In the upper secondary education, it was estimated at 11.1 and 21.0 for males and females respectively.

Table 4.6 NER and GER for Lower and Upper Secondary Education, 2016 to 2019

NER and GER	2016			2017			2018			2019		
	M	F	T	M	F	T	M	F	T	M	F	T
NER Lower Secondary	25.7	44.8	35.2	27.5	46.2	36.8	33.2	51.9	42.5	37.1	56.7	46.8
NER Upper Secondary	10.8	19.4	15.1	10.4	19.6	15.0	10.1	19.2	14.6	11.1	21.0	16.0
NER Overall Secondary	34.0	52.3	43.1	34.6	52.1	43.3	38.5	55.1	46.8	41.4	59.0	50.1
GER Lower Secondary	63.2	85.7	74.4	63.6	84.5	74.0	70.8	90.6	80.6	72.3	93.4	82.8
GER Upper Secondary	35.1	47.5	41.3	33.8	47.0	40.3	32.7	46.6	39.6	33.6	49.0	41.2
GER Overall Secondary	51.9	70.4	61.1	51.5	69.4	60.4	55.4	72.9	64.1	56.7	75.7	66.1

4.5 Enrolment of Students with Special Educational Needs in Registered Secondary Schools

Table 4.7 portrays the distribution of students enrolled in registered secondary schools with special education by district, urban-rural residence and sex in 2019. This shows that 3493 (52.9%) of students with special education were enrolled in registered secondary schools in rural areas while 3110 (47.1%) were enrolled in the urban areas. It further illustrates that registered secondary schools with special education in Leribe had the highest number of students who enrolled in 2019 with 1827 (27.7%), while Maseru district followed with 1066 (16.1%) and Thaba-Tseka was the lowest with 135 (2.0%).

Table 4.7: Number of Students with Special Education in Registered Secondary Schools by District, Urban-Rural and Sex, 2019

DISTRICT	URBAN			RURAL			TOTAL	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	59	91	150	130	183	313	463	7.0
LERIBE	269	352	621	493	713	1206	1827	27.7
BEREA	293	403	696	111	138	249	945	14.3
MASERU	128	203	331	354	381	735	1066	16.1
MAFETENG	219	406	625	113	86	199	824	12.5
MOHALES HOEK	23	60	83	166	229	395	478	7.2
QUTHING	38	80	118	80	128	208	326	4.9
QACHAS NEK	77	130	207	9	8	17	224	3.4
MOKHOTLONG	94	165	259	8	48	56	315	4.8
THABA-TSEKA	7	13	20	25	90	115	135	2.0
TOTAL	1207	1903	3110	1489	2004	3493	6603	100

Table 4.8 depicts the number of students in registered secondary schools with special education by disability type, level of education and sex in 2019. This shows that among the disability type that students have in registered secondary schools in 2019, 44.7 percent of them had visual impairment. It was followed by those with Intellectual Disability which constituted 22.5 percent. Students who had Physical Disability constituted the lowest 7.2 percent of all who registered in secondary schools in 2018.

Furthermore, students with some form of disabilities in those registered secondary schools were highest in the lower levels for both males and females and lowest in the higher levels. In Form A, students with disabilities amounted to 813 (12.3 percent) for males and 1013 (15.3 percent) for females while in Form E, males and females added to 331 (5.0 percent) and 557 (8.4 percent) respectively. Generally, in every level of secondary education there were more girls with some form of disability than boys.

Table 4.8: Number of Students with Special Education in Registered Secondary Schools by Disability Type, Level of Education and Sex, 2019

Disability Type	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
Physical Disability	61	93	45	79	41	34	27	40	24	33	477
Visual Impairment	306	479	249	442	214	358	189	299	161	255	2952
Hearing Impairment	128	173	76	154	73	123	66	116	53	87	1049
Intellectual Disability	219	186	173	176	99	192	122	129	73	122	1491
Other	99	82	96	106	45	44	37	45	20	60	634
Total	813	1013	639	957	472	751	441	629	331	557	6603

4.6 Orphans in Registered Secondary Schools

Table 4.10 portrays the number of orphans in registered secondary schools by Orphan type, level of education and sex in 2019. It can be seen from the table that the proportion of paternal orphans is high with 25622 (56.0%), followed by students who are double orphans with 10734 (23.5%) and the least was maternal orphans with 9355 (20.5%).

Table 4.10: Orphans in Registered Secondary Schools by Type, Level of Education and Sex, 2019

Orphan Type	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	3564	4310	2654	3737	1869	2728	1591	2148	1250	1771	25622
Maternal	1337	1528	970	1331	695	869	598	902	462	663	9355
Double	1353	1635	1061	1543	780	1203	701	1083	552	823	10734
Total	6254	7473	4685	6611	3344	4800	2890	4133	2264	3257	45711

Table 4.11 presents the number of orphans in registered secondary schools by district, urban-rural and sex in 2019. It is observed from the table that Maseru had the highest proportion of orphans with 11344 (24.8%), followed by Leribe with 8511 (18.6%) and the least number of orphans was in Thaba-Tseka with 1620 (3.5%).

The table further shows that in all the districts, the rural areas had the higher number of orphans than the urban areas. Orphans in the rural areas constituted 29527 (64.6%) while those in the urban areas contributed only 16184 (35.4%).

Table 4.11: Orphans in Registered Secondary Schools by District, Urban-Rural and Sex, 2019

DISTRICT	URBAN			RURAL			Total	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	644	860	1504	707	991	1698	3202	7.0
LERIBE	1035	1433	2468	2558	3485	6043	8511	18.6
BEREA	491	677	1168	2115	2687	4802	5970	13.1
MASERU	2845	3295	6140	2158	3046	5204	11344	24.8
MAFETENG	471	661	1132	1827	2487	4314	5446	11.9
MOHALES HOEK	518	527	1045	746	1151	1897	2942	6.4
QUTHING	397	562	959	610	817	1427	2386	5.2
QACHAS NEK	379	420	799	332	653	985	1784	3.9
MOKHOTLONG	71	124	195	976	1335	2311	2506	5.5
THABA-TSEKA	248	526	774	309	537	846	1620	3.5
Total	7099	9085	16184	12338	17189	29527	45711	100

4.7 Inputs for Secondary Education

4.7.1 Secondary Schools

Table 4.13 represents the distribution of registered secondary schools by districts and school agency in 2019. School agency in this case means that the school is either owned by public or private agency. The public schools include those owned by government, churches and the community, while private schools include those owned by individual people.

The table shows that most of registered secondary schools in Lesotho are owned by the public, almost 335 (96.3%), while 13 (3.7%) of them are owned by the private agency. Most of these public schools are found in Maseru and Leribe with 73 (21.0%) and 70 (20.1%) respectively, while Berea district came third with 43 (12.3%). The districts with the lowest public secondary schools were Quthing and Mokhotlong with 16 (4.9%) and 17 (4.9%) respectively.

Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2019

DISTRICT	PUBLIC	PRIVATE	Total	Percentage
BUTHA-BUTHE	23	1	24	6.9
LERIBE	66	4	70	20.1
BEREA	41	2	43	12.4
MASERU	69	4	73	21.0
MAFETENG	39	2	41	11.8
MOHALES HOEK	25	0	25	7.2
QUTHING	17	0	17	4.9
QACHAS NEK	20	0	20	5.7
MOKHOTLONG	16	0	16	4.6
THABA-TSEKA	19	0	19	5.5
TOTAL	335	13	348	100

Table 4.14 depicts the distribution of registered secondary schools by district and urban-rural setting in 2019. It shows that most of registered secondary schools are in the rural areas as compared to those in the urban areas. It further illustrates that

of all registered secondary schools in Lesotho, 264 (75.9 percent) of them are in the rural areas, while 84 (24.1 percent) are in the urban areas.

It also portrays that out of the total (84) secondary schools found in the urban areas Maseru district have 31 registered schools which constitute 36.9 percent. This is followed by schools in Leribe district with 15 (17.9 percent) while Mokhotlong has only one registered secondary school in the urban area.

Table 4.14: Number of Registered Secondary Schools by District and urban-rural, 2019

DISTRICT	URBAN	RURAL	Total
BUTHA-BUTHE	8	16	24
LERIBE	15	55	70
BEREA	6	37	43
MASERU	31	42	73
MAFETENG	6	35	41
MOHALES HOEK	4	21	25
QUTHING	4	13	17
QACHAS NEK	5	15	20
MOKHOTLONG	1	15	16
THABA-TSEKA	4	15	19
TOTAL	84	264	348

Figure 4.3 reveals the percentage distribution of registered secondary schools by ecological zones in 2019. Most of the schools were in the Lowlands (63 percent) and that the second highest percentage was for the Mountains with 18.0 percent while Foothills and Senqu River Valley had only 10.0 percent and 9 percent respectively.

Figure 4.3: Percentage share of registered secondary schools by Ecological Zone, 2019

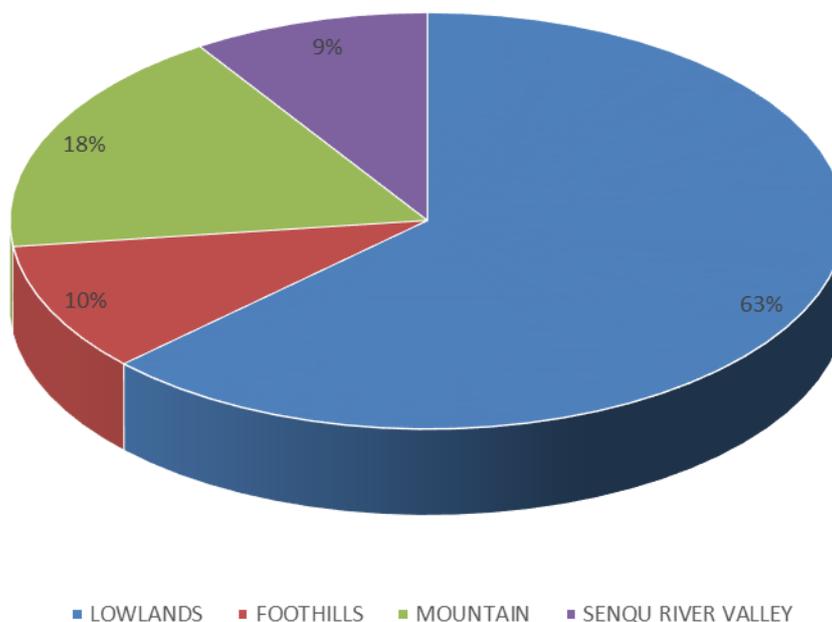
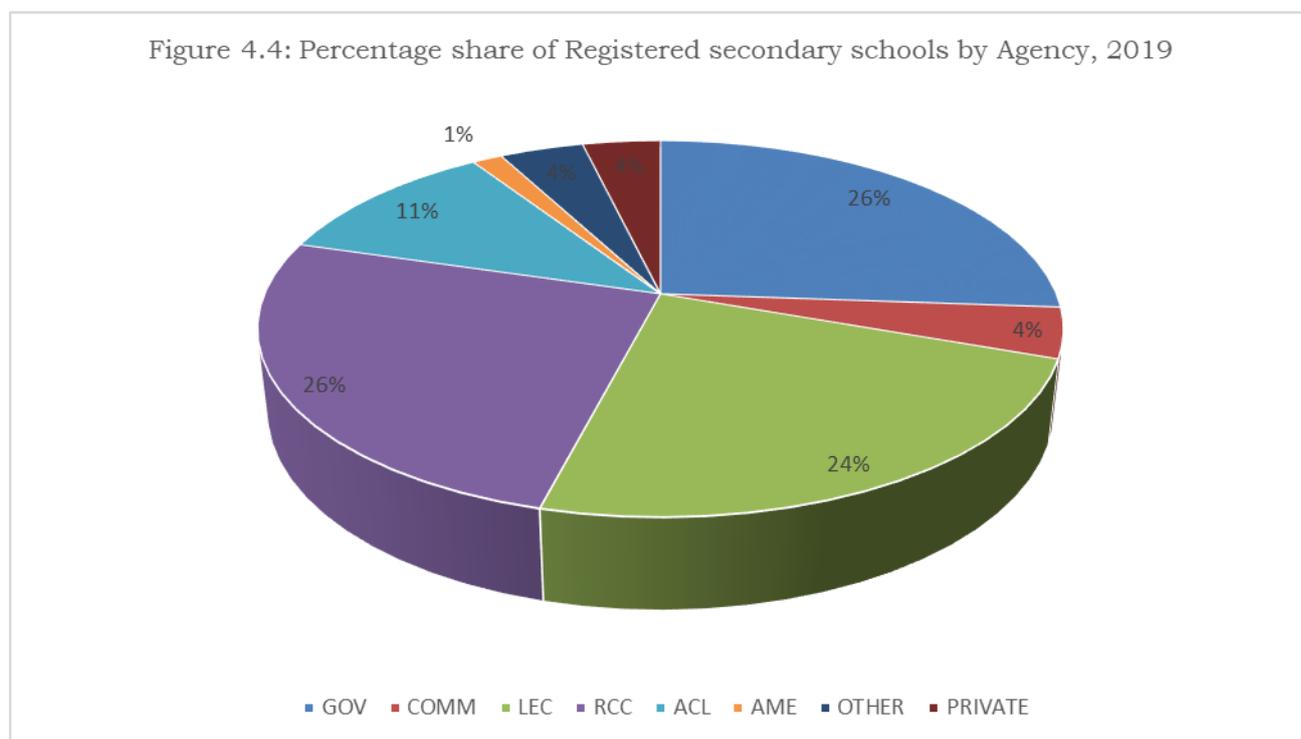


Figure 4.4 presents the distribution of registered secondary schools by agency in 2019. It is shown from the figure that majority of schools were owned by Government and RCC and both recorded 26 percent each. Community, Other churches and Private schools also shared 4.0 percent each while AME schools were the least with only 1.0 percent.



4.7.2 Secondary Schools Teachers

This sub-section focuses on teachers at secondary level; these qualified and unqualified teachers in registered schools are compared by district, pupil to teacher ratio, district and sex. There were 5322 teachers in registered secondary schools in 2019. Unqualified teachers refer to teachers without teaching qualifications; these include graduates in other fields of study as well as teachers who have only obtained secondary qualifications like LGCSE and JC.

Table 4.15 indicates that female teachers constituted 55 percent while males represented 45 percent of the total teachers and 56 percent were females and 44 percent were males. Out of the total teachers, 5300 (99.6) were qualified,. this means that almost all teachers were qualified. Overall district comparison reflects that Mokhotlong had the highest percentage of teachers 29 percent, seconded Maseru and Thaba-Tseka with 27 percent of teachers each, then Botha-bothe and Berea followed with 26 percent each.

The pupil teacher ratio (PTR) was 25 pupils per teacher for the entire country and it ranged from 24 to 30 pupil’s per teacher across the districts. The table further reveals that pupil-qualified teacher ratio (PQTR) was also 25, which equaled the overall pupil teacher ratio (PTR) in 2019. Leribe, had the slight difference between PTR and PQTRs meaning that there were some few unqualified teachers in this district. Mokhotlong and Thaba Tseka, ranged the highest in percentages of PTR

and PQTR with 29 and 27 percent respectively, indicating that in these districts there were more children per one teacher on average.

Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2019

District	Enrolment			Teachers			Qualified			Unqualified			PTR	PQTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Botha-Bothe	4604	6106	10710	202	218	420	201	216	417	1	2	3	26	26
Leribe	10811	14304	25115	512	558	1070	509	556	1065	3	2	5	23	24
Berea	8105	9683	17788	311	375	686	310	374	684	1	1	2	26	26
Maseru	16504	20127	36631	549	802	1351	545	801	1346	4	1	5	27	27
Mafeteng	6634	8159	14793	270	354	624	269	349	618	1	5	6	24	24
Mohale's Hoek	3550	4723	8273	148	192	340	147	192	339	1	0	1	24	24
Quthing	2651	3562	6213	127	122	249	127	122	249	0	0	0	25	25
Qacha's Nek	1931	2884	4815	89	109	198	89	109	198	0	0	0	24	24
Mokhotlong	1962	3875	5837	89	114	203	89	114	203	0	0	0	29	29
Thaba-Tseka	1671	3238	4909	96	85	181	96	85	181	0	0	0	27	27
Total	58423	76661	135084	2393	2929	5322	2382	2918	5300	11	11	22	25	25

Table 4.16 shows the distribution of teachers in registered secondary schools by district school agency and sex in 2019. It discloses that most of teachers are teaching in the registered public secondary schools (97.1 percent), while those who work in private registered secondary schools constitutes 2.9 percent. It also shows that a larger proportion of these teachers were in the district of Maseru with 25.3 percent, followed by Leribe district with 20.1 percent and the lowest was Thaba-Tseka with 3.4 percent.

Table 4.16: Secondary Teachers in Registered Secondary Schools by District, Public-Private and Sex, 2019

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	201	211	412	1	7	8	420
LERIBE	495	535	1030	17	23	40	1070
BEREA	302	369	671	9	6	15	686
MASERU	520	763	1283	29	39	68	1351
MAFETENG	264	340	604	6	14	20	624
MOHALES HOEK	148	192	340	0	0	0	340
QUTHING	127	122	249	0	0	0	249
QACHAS NEK	89	109	198	0	0	0	198
MOKHOTLONG	89	114	203	0	0	0	203
THABA-TSEKA	96	85	181	0	0	0	181
Total	2331	2840	5171	62	89	151	5322

4.8 Efficiency and Quality of Education in Registered Secondary Schools

4.8.1 Repeaters in Registered Secondary Schools

Table 4.17 presents the distribution of repeaters in registered secondary schools by districts, ecological zone and sex in 2019. There are four ecological zones in Lesotho, and each district has different ecological zone based on its location, but no district has all these four ecological zones.

It shows that most of students who were repeaters were attending schools located in the Lowlands with 13755 (72.8%), followed by those who were in the Mountains with 2476 (13.1%) and the lowest were in the Senqu River Valley with 1218 (6.4%).

Table 4.17: Repeaters in Registered Secondary Schools by District, Ecological Zone and Sex, 2019

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAINS			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	465	419	884	147	151	298	8	13	21	0	0	0	1203
LERIBE	1432	1748	3180	221	289	510	49	96	145	0	0	0	3835
BEREA	1293	1341	2634	109	93	202	0	0	0	0	0	0	2836
MASERU	1959	1822	3781	90	202	292	97	128	225	0	0	0	4298
MAFETENG	1130	1243	2373	51	92	143	0	0	0	0	0	0	2516
MOHALES HOEK	421	482	903	0	0	0	7	7	14	95	135	230	1147
QUTHING	0	0	0	0	0	0	39	91	130	354	379	733	863
QACHAS NEK	0	0	0	0	0	0	234	258	492	88	167	255	747
MOKHOTLONG	0	0	0	0	0	0	312	553	865	0	0	0	865
THABA-TSEKA	0	0	0	0	0	0	211	373	584	0	0	0	584
TOTAL	6700	7055	13755	618	827	1445	957	1519	2476	537	681	1218	18894

Table 4.18 displays the distribution of repeaters in registered secondary schools by districts, urban-rural location and sex in 2019. It depicts that a higher proportion of the repeaters were in Maseru, Leribe and Berea with 4298(22.7%), 3835(20.3%) and 2836(15.0%) respectively. The lowest proportions of repeaters were in Quthing, Qacha's Nek and Thaba-Tseka districts with 863 (4.6%), 747(4.0%) and 584(3.1%) respectively. It further shows that 12000 (63.5 percent) repeaters were in the rural area while 6894(36.5 percent) were in the urban area.

Table 4.18: Repeaters in Registered Secondary Schools by District, Urban-Rural and Sex, 2019

DISTRICT	URBAN			RURAL			TOTAL
	M	F	Total	M	F	Total	
BUTHA-BUTHE	252	184	436	368	399	767	1203
LERIBE	561	699	1260	1141	1434	2575	3835
BEREA	261	294	555	1141	1140	2281	2836
MASERU	1319	1201	2520	827	951	1778	4298
MAFETENG	228	222	450	953	1113	2066	2516
MOHALES HOEK	229	288	517	294	336	630	1147
QUTHING	174	235	409	219	235	454	863
QACHAS NEK	190	196	386	132	229	361	747
MOKHOTLONG	28	52	80	284	501	785	865
THABA-TSEKA	112	169	281	99	204	303	584
TOTAL	3354	3540	6894	5458	6542	12000	18894

Table 4.19 depicts the distribution of repeaters in registered secondary schools by age, level of education and sex in 2019. It denotes that a higher proportion of repeaters were in form A with 6808(36.0 percent) while those in Form B and Form D followed with 6740(35.7 percent) and 2990(15.8 percent) orderly. It further shows that most of these repeaters were in ages 17, 16 and 15 years with 4046(21.4%), 3668(19.4%) and 3262(17.3%) respectively.

Table 4.19: Repeaters in Registered Secondary Schools by Age, Level of Education and Sex, 2019

AGE	FORM A		FORM B		FORM C		FORM D		FORM E		TOTAL
	M	F	M	F	M	F	M	F	M	F	
<13	9	12	0	0	0	0	0	0	0	0	21
13	156	274	20	34	0	0	0	0	0	0	484
14	623	879	120	252	4	9	0	0	0	0	1887
15	942	1036	379	807	27	44	14	13	0	0	3262
16	917	604	755	1078	184	283	56	149	6	14	4046
17	557	301	865	864	217	320	173	342	6	23	3668
18	252	119	540	506	206	247	289	514	16	35	2724
19	71	29	228	162	174	143	277	388	30	33	1535
20	10	4	61	25	79	59	223	218	28	28	735
21	2	7	21	7	32	14	99	90	19	17	308
22	2	1	10	1	11	5	41	44	10	11	136
23	1	0	0	1	7	0	19	17	5	2	52
24	0	0	1	0	2	1	4	10	2	0	20
>24	0	0	1	2	1	0	7	3	1	1	16
Total	3542	3266	3001	3739	944	1125	1202	1788	123	164	18894

4.8.2 Transition Rates from Form C to Form D

Table 4.20 illustrates the transition rates from form C to form D. Transition rates reveal that there were more females than males who progressed from Form C to Form D from 2010 to 2013 while more males than females progressed from 2014 to 2016. It also reflects that on overall the gap between male and female transition rates was diminishing in the period under review. The table also reveals that the transition rate had improved from 2016 (71.7) to 2017 where 71.8 percent was noted.

**Table 4.20: Transition Rates from Form C to Form D,
2002 – 2018**

Year	Males	Females	Total
2002	74.3	75.2	74.8
2003	79	77	77.9
2004	78.3	76.4	77.2
2005	75.2	73.7	74.4
2006	68.7	67	67.7
2007	71.8	75.7	74
2008	71.7	78.2	75.3
2009	78.6	76.2	77.2
2010	73.6	75.3	74.6
2011	69.7	72.7	71.4
2012	70.4	72.6	71.4
2013	74.4	75.2	74.9
2014	71.1	70.2	70.6
2015	76	70.9	73
2016	72.3	71.2	71.7
2017	71.4	72.1	71.8
2018	66.2	68.0	67.2

4.8.3 Examination Results

Examinations Council of Lesotho (ECOL) conducts examinations and assessment tests, for primary and secondary education, in a manner that will improve the culture of learning and maintain the quality and standards of education in Lesotho in order to open opportunities for further education and the world of work within the country and beyond. One of its objectives is to provide certificates to all candidates who have achieved the desired levels of performance in primary and secondary schools. Below is an analysis of Junior Certificate and Cambridge Overseas School Certificate (COSC) examinations results.

4.8.3.1 Junior Certificate Examinations

Table 4.21 displays the Junior Certificate examination results from 2008 to 2018. It is shown from the table that the percentages for Merit and first classes had been fluctuating with minimal differences during the period under review. Recently, merit pass declined from 1.9 in 2015 to 1.8 percent in 2018. First class percentages also dropped from 6.4 to 5.9 during the same period. Second Class Passes decreased from 48.1 to 45.8 whereas third class passes were approximately stable at 12 percent from 2015 to 2018. The number of those who failed declined from 31.5 in 2015 to 34.5 percent in 2018.

4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE)

The Government has localized the final examination the senior secondary level, hence an introduction of the Lesotho General Certificate in Secondary Education (LGCSE) which started in the year 2014. In the past, more than 20 years ago, y Cambridge Overseas School Certificate (COSC) was obtained at the end of senior secondary education.

Table 4.22 displays LGCSE/IGSE examinations results per district in 2018. The table illustrates that Maseru was top with 3966(27.6%) students that sat for the examinations and was followed by Leribe and Berea with 2896(20.2%) and 2047(14.3%) respectively. The table further illustrates that most students passed their subjects with symbol E followed by symbol D and C.

Table 4.21: Junior Certificate Examination Results, 2008-2018

Indicators	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Candidates	16056	18774	20766	21010	21414	20894	21688	21678	21314	20913	22308
Total passes	11423	12840	14523	14556	14639	14862	14856	14830	14694	14533	14608
Percentage of passes	71.1	68.4	70.0	69.3	68.4	71.1	68.5	68.4	68.9	69.5	65.5
Number of first class with merit	233	253	333	352	369	379	306	418	288	344	407
Merit percentages	1.5	1.3	1.6	1.7	1.7	1.8	1.4	1.9	1.4	1.6	1.8
Number of first class passes	997	1451	1524	1582	1706	1567	1412	1384	1388	1398	1315
First class percentages	6.2	7.7	7.3	7.5	8.0	7.5	6.5	6.4	6.5	6.7	5.9
Number of second class passes	8370	9364	10656	10679	10285	10596	10490	10425	10641	10232	10213
Second class percentages	52.1	49.9	51.3	50.8	48.0	50.7	48.4	48.1	49.9	48.9	45.8
Number of third class passes	1823	1772	2010	1943	2279	2320	2648	2603	2377	2559	2673
Third class percentages	11.4	9.4	9.7	9.2	10.6	11.1	12.2	12	11.2	12.2	12.0
Number of failures	4633	5934	6243	6454	6775	6032	6832	6848	6620	6380	7700
Percentages of failures	28.9	31.6	30.0	30.7	31.6	28.9	31.5	31.5	31.1	30.5	34.5

Table 4.22: LGCSE/IGCSE Examination Results, 2018

DISTRICT	Student Total	A*	A	B	C	D	E	F	G	Total	A*-G	%	A*-A	%
BUTHA BUTHE	1047	55	222	708	1459	1431	1540	1349	857	8004	7621	95.2	277	5.5
LERIBE	2896	119	492	1934	4156	4471	4192	3459	2086	21814	20909	95.9	611	2.8
BEREA	2047	47	256	962	2647	2833	2780	2609	1706	14578	13840	94.9	303	2.1
MASERU	3966	190	811	2543	5413	5807	5459	4664	2817	29101	27704	95.2	1001	3.4
MAFETENG	1597	53	205	854	2358	2555	2291	1856	1065	11675	11237	96.3	258	2.2
MOHALE'S HOEK	756	43	168	608	1114	1109	1018	893	617	5883	5570	94.7	211	3.6
QUTHING	716	11	60	228	691	1020	1043	1024	771	5325	4848	91.0	71	1.3
QACHA'S NEK	443	2	38	210	626	748	691	572	269	3274	3156	96.4	40	1.2
MOKHOTLONG	518	14	63	292	745	787	737	609	399	3789	3646	96.2	77	2.0
THABA TSEKA	378	6	43	240	477	476	540	515	297	2722	2594	95.3	49	1.8
Totals for all Centres	14364	540	2358	8579	19692	21256	21256	17552	10884	106165	101125	95.3	2898	2.7

Chapter 5: Technical and Vocational Education Training

5.0 Introduction

Technical and Vocational Education Training (TVET) can be defined as an occupation and employment-based education. Learning may be facilitated either through formal schools, centres or institutions that are publicly or privately owned, or through informal, traditional-apprenticeship and or non-formal semi-structured training. The nature of the content is purposefully designed to prepare learners for specific trades, crafts and careers, largely through practical-based learning and complementary theory to equip learners with the acquisition of practical competencies, the know-how and attitudes necessary to perform in their respective occupations within the labour market. Institutions belonging to this category in Lesotho award appreciation, national and international certificates and diploma's in a range of study fields from agriculture, basic handicrafts, home economics, hospitality, construction, engineering, business, management and IT. Courses offered range from a period of one year to 36 months.

5.1 Enrolment

Table 5.1 reveals enrolment in registered technical and vocational schools by age and sex in 2018. It can be seen from the table that enrolment in 2018 was 4584, where female learners constituted 2646 (57.7 percent) and their male counterparts accounted for 1938 (42.3 percent). Age comparison depicts that although there were more learners aged 23 with 723(15.8 percent), on average most learners at this level were aged between 18 and 25 years.

Table 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2018

Age	M	F	Total
<14	3	3	6
14	3	0	3
15	3	3	6
16	14	16	30
17	26	53	79
18	94	323	417
19	209	200	409
20	205	325	530
21	154	188	342
22	137	218	355
23	222	501	723
24	141	283	424
25	205	257	462
26	116	104	220
>26	406	172	578
Total	1938	2646	4584

Table 5.2 displays enrolment in registered technical and vocational schools by district, agency and sex for the year 2018. Unlike in ECCD, primary and secondary school levels, Technical and Vocational schools are not scattered all over the districts within the country as they are found only in seven districts, these are Maseru amounting to 2628 (57.3 percent) followed by Leribe and Mohale's Hoek with 959 (20.9 percent) and 484 (10.6 percent) respectively. It was also observed that the larger portion of students 1780 (38.8 percent) were enrolled in private institutions while 1142 (24.9 percent) and 1121 (24.5 percent) were enrolled in RCM and government institutions respectively.

Table 5.2: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2018

DISTRICT	GOVMENT		COMM		LEC		RCM		ACL		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
LERIBE	151	198	0	0	0	0	261	138	11	107	33	60	959
BEREA	0	0	3	18	0	0	0	0	0	0	0	0	21
MASERU	144	441	15	38	0	0	206	97	0	0	684	1003	2628
MOHALES HOEK	0	0	28	16	0	0	46	394	0	0	0	0	484
QUTHING	0	0	0	0	214	39	0	0	0	0	0	0	253
MOKHOTLONG	0	0	0	0	8	44	0	0	0	0	0	0	52
THABA-TSEKA	134	53	0	0	0	0	0	0	0	0	0	0	187
Total	429	692	46	72	222	83	513	629	11	107	717	1063	4584

Table 5.3 shows repeaters in registered technical and vocational schools by district and sex for the year 2018. Out of the total enrolment of 4584 in this level of education, repeaters constituted 508 (11.1 percent) out of whom 275 (54.1 percent) were males and 233 (45.9 percent) were females. Comparison by agency demonstrates that majority of repeaters were in RCM institutions with 356 (70.1 percent) trail by private with 137 (27.0 percent) and lastly LEC institutions with 15 (3.0 percent). Maseru had the highest percentage of repeaters which was 84.6 percent and was followed by Mohale's Hoek with 10.4 percent.

Table 5.3: Repeaters in Registered Technical and Vocational Schools by District and sex, 2018

District	LEC		RCM		PRIVATE		Total
	M	F	M	F	M	F	
LERIBE	0	0	0	0	4	6	10
MASERU	0	0	206	97	48	79	430
MOHALES HOEK	0	0	4	49	0	0	53
QUTHING	12	0	0	0	0	0	12
MOKHOTLONG	1	2	0	0	0	0	3
Total	13	2	210	146	52	85	508

Table 5.4 demonstrates the number of students who left school in technical and vocational institutions by district, agency and sex for the year 2018. The table reflects that out of the total enrolment of 4584 students, 778 (16.9 percent) of students dropped out in this level of education. Distribution by district shows that

Maseru was leading with 707 (90.9 percent) number of drop outs; this number was followed by that of Leribe which was 41 (5.3 percent) while Mohale's Hoek had 18(2.3 percent) as number of students who left school.

The table further illustrates that 604 (77.6 percent) students who left school were from Government institutions. That was followed by 93 (12.0 percent) that were from private institutions then 61 (7.8 percent) students that were from RCM institutions. Comparison by sex showed an uneven distribution in favour of females constituting a higher percentage of 72.9.

Table 5.4: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2018

DISTRICT	GOVMENT		COMM		LEC		RCM		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	
LERIBE	10	9	0	0	0	0	0	12	4	6	41
BEREA	0	0	3	2	0	0	0	0	0	0	5
MASERU	144	441	4	2	0	0	11	22	32	51	707
MOHALES HOEK	0	0	0	2	0	0	1	15	0	0	18
MOKHOTLONG	0	0	0	0	2	5	0	0	0	0	7
Total	154	450	7	6	2	5	12	49	36	57	778

Table 5.5 presents the number and percentage of students that dropped out of Technical and Vocational institutions by major reason for dropping out and sex. It is observed from the table that a total of 778 students were reported to have left school in 2018. Out of the total number that left school, the highest proportion 647 (83.2 percent) dropped out because they were seeking employment while 33 (4.2 percent) had no funds and the other 25 (3.2 percent) left because of pregnancy.

Table 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2018

Major Reasons for Leaving	M	F	Total	%
Death	4	9	13	1.7
Dismissed	0	2	2	0.3
Don't like schooling	5	8	13	1.7
Illness	6	10	16	2.1
Herding	1	0	1	0.1
Looking after the sick/old/children	0	2	2	0.3
Marriage	1	15	16	2.1
No funds	12	21	33	4.2
No guardian	1	1	2	0.3
Pregnancy	0	25	25	3.2
Seek Employment	180	467	647	83.2
Transfer	1	0	1	0.1
Other	0	7	7	0.9
Total	211	567	778	100.0

5.2 Teaching Staff

Table 5.6 displays teachers in technical and vocational institutions by district, agency and sex for the year 2018. As prior mentioned that the majority of the students and institutions were in Maseru, the number of teachers at this level also followed the same trend as 70 (35.4 percent) was highest number of teachers in Maseru. Mohale's Hoek and Leribe had 43 (21.7 percent) and 42 (21.2 percent)

respectively; as depicted in the table. Disaggregation of teachers by agency indicated that majority of teachers were in RCM with 77 (38.9 percent) seconded by Private institutions with 50 (25.3 percent) while the least was ACL with 10 (5.1 percent).

Table 5.6: Teachers in Registered Technical and Vocational Schools by District, Agency and Sex, 2018

DISTRICT	GOVERNMENT		COMM		LEC		RCM		ACL		PRIVATE		Total	%
	M	F	M	F	M	F	M	F	M	F	M	F		
LERIBE	1	1	0	0	0	0	15	10	2	8	2	3	42	21.2
BEREA	0	0	4	1	0	0	0	0	0	0	0	0	5	2.5
MASERU	2	3	4	3	0	0	7	6	0	0	26	19	70	35.4
MOHALES HOEK	0	0	3	1	0	0	8	31	0	0	0	0	43	21.7
QUTHING	0	0	0	0	17	2	0	0	0	0	0	0	19	9.6
MOKHOTLONG	0	0	0	0	2	2	0	0	0	0	0	0	4	2.0
THABA-TSEKA	12	3	0	0	0	0	0	0	0	0	0	0	15	7.6
Total	15	7	11	5	19	4	30	47	2	8	28	22	198	100.0

Table 5.7 reflects teachers in registered technical and vocational schools by teacher's rank in 2018. It is shown that out of 198 teachers in 2018, 105 (53 percent) were males while 93 (47 percent) were females. The table further shows that teachers were largely populated in the lower ranks such as Teacher Assistant 71 (35.9 percent) and assistant specialist Teacher 38 (19.2 percent) and that the percentages were low in the higher ranks.

Table 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2018

TEACHER'S RANK	M	F	Total
Assistant Specialist Teacher	30	8	38
Associate Teacher	4	7	11
Senior Specialist Teacher	2	1	3
Senior Teacher	13	24	37
Specialist Teacher	8	6	14
Teacher	10	14	24
Teacher Assistant	38	33	71
Total	105	93	198

Chapter 7: Non Formal Education

7.0 Introduction

Non-Formal Education (NFE) may be defined as a type of education in which content is adapted to suit the unique needs of students to maximize their learning capacity. It is more learner-centred, as optional curriculum is emphasized unlike formal education where the prescribed sequential curriculum is used. NFE learning is facilitated typically through interest-based courses, workshops, community courses, projects and or seminars. Much like formal education, learning takes place in formal learning environments (learning centres) which do not however observe the usual formal school education conventions such as keeping roll, enforcing discipline and writing reports.

There are several bodies that govern institutions belonging to this category in Lesotho. Principally, as part of the government's vision for the role of education in the development process, the Lesotho Distance Teaching Centre (LDTC) was set up to complement formal school education; to provide a broader and more practical form of education; and to reach larger and more diverse learners. It covers both formal and non-formal divisions of education. The former is facilitated through correspondence courses at Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) levels, whereas the latter is facilitated by providing basic practical skills to a large proportion of the population living in the country's rural areas and offers opportunities for out-of-school youth and adults to develop their literacy and numeracy skills. Apart from LDTC there are other institutions and associations which recognize NFE initiatives in Lesotho such as 'Lesotho Girl Guides Association' (LGGA), 'Lesotho Correctional Services' (LCS) and 'Lesotho Association of Non-Formal Education' (LANFE). These institutions or associations are affiliated with LDTC in terms of providing training of teachers, teachers' guide materials, and learners' books.

7.1 Enrolment

Table 7.1 portrays enrolment in non-formal education by age, level and sex in 2018. The table reveals uneven distribution of enrolment by sex in favour of males whereby males were recorded as 7,315, or 70 percent and females 3,128 (30 percent). Age distribution shows that 2,389 (22.9 percent) was enrolment of learners were below 19 years and 8054 (77.1 percent) learners were above 18 years. The table also highlights that most learners below 18 years were enrolled under literacy and numeracy, represented by 2,061 which is 86.3 percent; it was followed by those who were pursuing secondary constituting 223 (9.3 percent) and primary with 105 (4.4 percent). Sex disparity within those aged below 19 years indicates a wide gap between males and females enrolled whereby 2,071 (86.7 percent) were males and 318 (13.3 percent) were their female counterparts. However, the gap reduced between male and female learners that were aged above 18 years, since males were 5,244 (65.1 percent) while females were 2,810 (34.9 percent).

Table 7.1: Enrolment in Non-Formal Education by Age, Level and Sex, 2018

AGE	LITERACY AND NUMERACY			PRIMARY			SECONDARY			TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	21	15	36	38	26	64	0	0	0	59	41	100
6	5	3	8	1	0	1	0	0	0	6	3	9
7	10	0	10	0	0	0	0	0	0	10	0	10
8	7	5	12	0	0	0	0	0	0	7	5	12
9	24	0	24	0	0	0	0	0	0	24	0	24
10	41	0	41	0	0	0	0	0	0	41	0	41
11	34	1	35	0	0	0	0	0	0	34	1	35
12	94	5	99	0	0	0	0	2	2	94	7	101
13	146	3	149	0	0	0	0	0	0	146	3	149
14	186	7	193	0	0	0	1	2	3	187	9	196
15	291	14	305	2	1	3	2	0	2	295	15	310
16	317	17	334	5	0	5	8	23	31	330	40	370
17	324	8	332	8	2	10	22	37	59	354	47	401
18	443	40	483	13	9	22	28	98	126	484	147	631
Sub Total	1943	118	2061	67	38	105	61	162	223	2071	318	2389
19	343	33	376	7	6	13	42	137	179	392	176	568
20	367	61	428	8	14	22	55	155	210	430	230	660
21-35	2130	572	2702	73	50	123	198	555	753	2401	1177	3578
36-55	1381	626	2007	27	10	37	25	91	116	1433	727	2160
>55	577	472	1049	5	8	13	6	20	26	588	500	1088
Sub Total	4798	1764	6562	120	88	208	326	958	1284	5244	2810	8054
Total	6741	1882	8623	187	126	313	387	1120	1507	7315	3128	10443

Table 7.2 demonstrates the enrolment of non-formal education by district, level and sex for the year 2018. Total enrolment by district reveals that the highest number of learners were in Mokhotlong and Maseru which were recorded as 2, 098 (20.0 percent) and 1,570 (15.0 percent), respectively. They were followed by Thaba-Tseka and Mafeteng with 1,502 (14.4 percent) and 1060 (10.2 percent) orderly.

The table furthermore shows that in 'Primary continuing education' under this level of education, Maseru had the highest percentage of 80.2, and it was followed by Mohale's Hoek and Mafeteng with 7.0 and 3.8 percent respectively. In 'secondary continuing education', Leribe was leading with 259 (17.2 percent) followed by Quthing and Mafeteng with 200 (13.3 percent) and 191 (12.7 percent), respectively.

Table 7.2: Enrolment in Non-Formal Education by District, Level and Sex, 2018

DISTRICT	Literacy and Numeracy			PRIMARY			SECONDARY			TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
BUTHA-BUTHE	211	139	350	0	0	0	23	85	108	234	224	458
LERIBE	371	193	564	7	4	11	54	205	259	432	402	834
BEREA	701	257	958	8	3	11	4	39	43	713	299	1012
MASERU	912	293	1205	161	90	251	43	71	114	1116	454	1570
MAFETENG	608	249	857	0	12	12	49	142	191	657	403	1060
MOHALES HOEK	173	11	184	9	13	22	38	147	185	220	171	391
QUTHING	221	104	325	0	0	0	54	146	200	275	250	525
QACHAS NEK	604	246	850	0	0	0	53	95	148	657	341	998
MOKHOTLONG	1842	70	1912	2	4	6	53	122	175	1897	196	2093
THABA-TSEKA	1098	320	1418	0	0	0	16	68	84	1114	388	1502
Total	6741	1882	8623	187	126	313	387	1120	1507	7315	3128	10443

With regard to Literacy and Numeracy, district comparison shows that Mokhotlong was leading with 1,912 (22.2 percent); it was followed by Thaba-Tseka with 1,418 (16.4 percent), and the least was Mohale’s Hoek with 184 (2.1 percent).

7.2 Special Educational Needs

Table 7.3 displays non-formal education learners with special education needs by district, level and sex for the year 2018. Out of 10,443 learners enrolled in NFE, 267 (2.6 percent) learners were identified as those with special educational needs in 2018. As indicated in the table, Maseru generally topped with 90 (33.7 percent) students with special education while Thaba-Tseka followed with 52 (5.2 percent) while Mokhotlong had no learners with special education. Most learners were in Literacy and numeracy and accounted for 89.9 percent of the total enrolment of children with special educational needs. Children with special educational needs in ‘continuing education’ in both primary and secondary contributed only 9.1 percent. Males with special educational needs were 227 (85.0 percent); this number surpassed their female counterparts who were only 40 (15.0 percent).

Table 7.3: Non-Formal Education Learners with Special Educational Needs by District, Level and Sex, 2018

DISTRICT	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
BUTHA-BUTHE	1	0	1	0	0	0	0	0	0	1	0	1
LERIBE	1	0	1	0	0	0	1	0	1	2	0	2
BEREA	9	2	11	0	0	0	0	13	13	9	15	24
MASERU	71	9	80	3	1	4	6	0	6	80	10	90
MAFETENG	24	2	26	0	0	0	0	0	0	24	2	26
MOHALES HOEK	20	0	20	0	0	0	1	1	2	21	1	22
QUTHING	23	6	29	0	0	0	0	0	0	23	6	29
QACHAS NEK	19	1	20	0	0	0	1	0	1	20	1	21
MOKHOTLONG	0	0	0	0	0	0	0	0	0	0	0	0
THABA-TSEKA	47	5	52	0	0	0	0	0	0	47	5	52
Total	215	25	240	3	1	4	9	14	23	227	40	267

7.3 Orphan-Hood

Table 7.4 portrays orphans in non-formal education by age, level and sex in 2018. Out of the total enrolment in non-formal education, 10,443, 294 (2.8 percent) students were orphans; out of which 241 (82.0 percent) were male orphans while female orphans were 53 (18.0 percent). Under ‘literacy and numeracy’, 90.7 percent of all orphans were males, and 9.3 percent were females. For those who were in continuing education those in ‘primary education’ males accounted for 73.3 percent whereas among those who were in ‘secondary continuing education’ majority were female orphans with 61.5 percent.

Distribution of orphans by age shows that the number of orphans increased with age, thus, at younger ages there were few orphans, but as age increased the number of orphans also increased. The number of male orphans was higher than the number of female orphans in all ages in 2018.

Table 7.4: Orphans in Non-Formal Education by Age, Level and Sex, 2018

Age	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	10	9	19	0	0	0	0	0	0	10	9	19
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	2	0	2	0	0	0	0	0	0	2	0	2
12	12	0	12	0	0	0	0	0	0	12	0	12
13	6	2	8	0	0	0	0	0	0	6	2	8
14	20	2	22	0	0	0	1	2	3	21	4	25
15	30	2	32	1	2	3	0	0	0	31	4	35
16	37	0	37	5	2	7	5	3	8	47	5	52
17	41	5	46	8	3	11	5	9	14	54	17	71
18	46	1	47	8	1	9	4	10	14	58	12	70
Total	204	21	225	22	8	30	15	24	39	241	53	294

7.4 Teaching Staff

Table 7.5 displays teachers in non-formal education by district, level and sex for the year 2018. Maseru was leading with the number of teachers in non-formal education who were estimated at 18.7 percent, followed by Mokhotlong with 13.6 percent and the least was Quthing with 4.0 percent. Under 'Literacy and Numeracy education' Maseru was leading with 16.8 percent of teachers and was also leading in 'primary and secondary continuing education' with 34 (24.1 percent). The distribution of number of teachers by sex reveals inequality in favour of females, in both categories of literacy and numeracy education and continuing education with 385 (70.5 percent) and 161 (29.5 percent) respectively.

Table 7.5: Teachers in Non-Formal Education by District, Level and Sex, 2018

District	Literacy and Numeracy			Primary and Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total
BUTHA-BUTHE	6	17	23	7	6	13	13	23	36
LERIBE	10	23	33	13	1	14	23	24	47
BEREA	14	41	55	1	4	5	15	45	60
MASERU	18	50	68	15	19	34	33	69	102
MAFETENG	11	35	46	6	8	14	17	43	60
MOHALES HOEK	0	9	9	6	8	14	6	17	23
QUTHING	3	11	14	6	2	8	9	13	22
QACHAS NEK	5	35	40	6	6	12	11	41	52
MOKHOTLONG	11	49	60	5	9	14	16	58	74
THABA-TSEKA	10	47	57	8	5	13	18	52	70
Total	88	317	405	73	68	141	161	385	546

Table 7.6 illustrates non-formal education teachers in continuing education by district, qualification and sex for the year 2018. It can be observed from the table that there were 405 continuing education teachers out of which 144 (35.6 percent) had primary education, 82 (20.2 percent) had Junior Certificate, 125 (30.9 percent) had COSC and 54 (13.3 percent) had qualifications higher than COSC such as Diplomas, Bachelor's Degree and many others.

Table 7.6: Non-Formal Education Teachers in continuing education by District, Qualification and Sex, 2018

DISTRICT	PRIMARY EDUCATION			JUNIOR CERTIFICATE			COSC			ABOVE COSC			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	BUTHA-BUTHE	0	1	1	0	2	2	5	13	18	1	1	2	6	17
LERIBE	0	2	2	3	6	9	5	7	12	2	8	10	10	23	33
BEREA	3	12	15	2	8	10	4	17	21	5	4	9	14	41	55
MASERU	9	20	29	1	8	9	2	14	16	6	8	14	18	50	68
MAFETENG	3	6	9	2	13	15	5	11	16	1	5	6	11	35	46
MOHALE'S HOEK	0	5	5	0	2	2	0	3	3	0	0	0	0	10	10
QUTHING	0	1	1	0	3	3	3	3	6	0	4	4	3	11	14
QACHA'S NEK	0	17	17	3	8	11	1	7	8	1	2	3	5	34	39
MOKHOTLONG	7	39	46	1	4	5	3	6	9	0	0	0	11	49	60
THABA-TSEKA	2	17	19	3	13	16	4	12	16	1	5	6	10	47	57
Total	24	120	144	15	67	82	32	93	125	17	37	54	88	317	405

Table 7.7 reveals that out of total number of 400 learning posts and centres, literacy and numeracy had 384 (96 percent) while continuing education had only 16 (4 percent). Most of the literacy and numeracy learning posts were in the mountainous districts namely Mokhotlong and Thaba-Tseka. Thaba-Tseka was forefront with 60 (15.6 percent) learning posts followed by Mokhotlong with 56 (14.6 percent). Most of the districts had one 'continuing education' centre except Maseru and Berea that had 6 and 2 learning centres respectively.

Table 7.7: Number of Learning Posts/Centres in Non-Formal Education by District and Level, 2018

DISTRICT	Literacy and Numeracy	Continuing Education	Total
BUTHA-BUTHE	19	1	20
LERIBE	34	1	35
BEREA	54	2	56
MASERU	55	6	61
MAFETENG	45	1	46
MOHALES HOEK	9	1	10
QUTHING	13	1	14
QACHAS NEK	39	1	40
MOKHOTLONG	60	1	61
THABA-TSEKA	56	1	57
Total	384	16	400

Chapter 8: Tertiary Education

8.0 Introduction

Beyond the previous Cambridge Overseas School Certificate (COSC) which is currently known the Lesotho General Certificate in Secondary Education (LGCSE), there are higher level institutions which are known as Tertiary or Higher Education Institutions. There are currently 15 institutions recognised by the Government of Lesotho from which nine (10) are public institutions and 5 are private institutions namely, Limkokwing, Paray School of Nursing, Maluti Adventist College (MAN), Scott Hospital School of Nursing (Scott) Roma School of Nursing (RSN);namely they are:

1. Centre for Accounting Studies (CAS);
2. Institute of Development Management (IDM);
3. Lesotho Agricultural College (LAC);
4. Lesotho College of Education (LCE);
5. Lesotho Boston Health Alliance (LeBoHA);
6. Lesotho Institute of Public Administration and Management (LIPAM);
7. Lerotholi Polytechnic (LP);
8. National Health Training Centre (NHTC)
9. National University of Lesotho (NUL) and the private institutions comprising of:
10. Paray School of Nursing (PSN);
11. Roma School of Nursing (RSN);
12. Scott Hospital School of Nursing (Scott);
13. Limkokwing University of Creative Technology (LUCT); and
14. Maluti Adventist College (MAN)
15. BOTHO UNIVERSITY

8.1 Tertiary Enrolment by Institution

A total of 22,802 students were enrolled at HEIs in Lesotho in the academic year 2017/2018. Out of this number 61.3 percent were females while a 38.7 percent were males. According to the table majority of the students in this level of education, were in public institutions such as NUL, LUCT, LP and LCE, where More than 80 percent of the students were enrolled in public institutions, mostly in NUL, LCE and

LP, this as has been the trend since 2014/15. Private institutions enrolled less than 20 percent of the students throughout the years as presented in Table 1.

The National University of Lesotho (NUL) has been the largest in terms of its enrolments. Enrolments by programme across all institutions indicate that most students were studying towards diploma qualifications followed by those in bachelor's degree programmes. There were 11,535 diploma students and 10,073 degree students in 2013/14. Of great concern is the fact that there are very few postgraduate programmes and students at both master's and doctoral levels.

The number of students pursuing tertiary education in Lesotho was estimated at 23,545 in 2013/14, 58.5 percent were females whereas 41.5 percent were males. Similar to the previous years, NUL, LCE, LUCT and LP had the largest number of students enrolled (see Figure 3). More than 80 percent of the students were enrolled in public institutions, mostly NUL, LCE and LP, as has been the trend since 2010/11. Private institutions enrolled less than 20 percent of the students throughout the years as presented in Figure 4.

Table1 ENROLMENT IN TERTIARY INSTITUTIONS BY SEX 2014/15, 2015/16, 2016/17 and 2017/18

INSTITUTION	2014-15			2015-16			2016-2017			2017-2018		
	MALE	Female	Total									
BOTHO UNIVERSITY	0	0	0	88	94	182	167	174	341	319	317	636
CENTER OF ACCOUNTING STUDIES	344	468	812	764	905	1669	412	530	942	659	894	1553
INSTITUTE OF DEVELOPMENT MANAGEMENT	127	195	322	99	178	277	5	4	9	144	310	454
LEROTHOLI POLYTECHNIC	1589	844	2433	1352	840	2192	1334	1007	2341	1367	1248	2615
LESOTHO AGRICULTURAL COLLEGE	344	317	661	238	236	474	220	178	398	232	220	452
LESOTHO BOSTON HEALTH ALLIANCE	1	4	5	4	4	8	4	4	8	4	4	8
LESOTHO COLLEGE OF EDUCATION	1148	2388	3536	960	1976	2936	886	1916	2802	821	1988	2809
LIMKOKWING UNIVERSITY	1378	1759	3137	1300	1920	3220	1404	1835	3239	1488	2038	3526
MALUTI ADVENTIST COLLEGE	47	138	185	54	132	186	69	187	256	65	186	251
NATIONAL HEALTH TRAINING COLLEGE	124	325	449	116	309	425	7	385	392	142	325	467
NATIONAL UNIVERSITY OF LESOTHO	3427	5812	9239	3452	6108	9560	3476	6249	9725	3435	5914	9349
PARAY SCHOOL OF NURSING	31	98	129	44	132	176	38	115	153	34	115	149
ROMA COLLEGE OF NURSING	25	96	121	28	94	122	26	96	122	29	100	129
SCOTT COLLEGE OF NURSING	29	97	126	33	126	159	34	136	170	81	323	404
LESOTHO INSTITUTE OF PUBLIC ADMINISTRATION AND MANAGEMENT	29	116	145	0	0	0	66	218	284	0	0	0
TOTAL	8643	12657	21300	8532	13054	21586	8148	13034	21182	8820	13982	22802

2017-18 Institutional Enrolment by Programme and Gender

Institution			Gender		Total
			F	M	
BOTHO UNIVERSITY	Programme	Bachelor of Science (Honours) in Accounting	80	79	159
		Bachelor of Science (Honours) in Business Management	60	31	91
		Bachelor of Science (Honours) in Computing	66	140	206
		Bachelor of Science (Honours) in Health Information Management	111	69	180
		Total	317	319	636
CENTER OF ACCOUNTING STUDIES	Programme	CAT	247	172	419
		Chartered Accountant	108	109	217
		CIMA Certificate	43	40	83
		CIMA Diploma	3	2	5
		CIMA Management	4	5	9
		CIMA Operational	19	21	40
		CIPFA Advanced Diploma	39	11	50
		CIPFA Certificate	44	22	66
		CIPFA Diploma	82	38	120
		General Accounting	305	239	544
Total	894	659	1553		
Institute of Development Management	Programme	Adv Dip in Project Management	28	23	51
		Cips level 2	19	11	30
		CIPS level 3	53	30	83
		CIPS level 4	41	23	64
		CIPS level 5	20	9	29
		CIPS level 6	7	4	11
		DABS	40	16	56
		DHRM	79	15	94
		Dip in Logistics Transport	23	13	36
Total	310	144	454		
Lerotholi Polytechnic	Programme	Diploma in Architectural Technology	28	76	104
		Diploma in Business Management	302	135	437
		Diploma in Civil Engineering	71	228	299
		Diploma In Civil Engineering	0	2	2
		Diploma in Computer Systems Engineering	29	108	137
		Diploma in Construction Management	62	195	257

		Diploma in Electrical & Electronic Engineering	22	151	173
		Diploma in Hospitality Management	93	15	108
		Diploma in Marketing Management	193	80	273
		Diploma in Mechanical Engineering	14	127	141
		Diploma in Office Administration & Management	205	54	259
		Diploma in Tourism Management	153	63	216
		Diploma in Water & Environmental Engineering	76	133	209
	Total		1248	1367	2615
LESOTHO AGRICULTURAL COLLEGE	Programme	DAELWM	15	59	74
		DFRM	41	36	77
		DHE	85	14	99
		DIA	79	123	202
	Total		220	232	452
Lesotho Boston Health Alliance	Programme	Family Medicine	4	4	8
	Total		4	4	8
LESOTHO COLLEGE OF EDUCATION	Programme	CERTIFICATE IN EARLY CHILDHOOD EDUCATION	134	2	136
		DIPLOMA IN EDUCATION (PRIMARY)	1003	315	1318
		DIPLOMA IN EDUCATION (SECONDARY)	625	425	1050
		DIPLOMA IN EDUCATION PRIMARY(DTEP)	226	79	305
	Total		1988	821	2809
LIMKOKWING UNIVERSITY	Programme	ASSOCIATE DEGREE IN ARCHITECTURE TECHNOLOGY	23	114	137
		ASSOCIATE DEGREE IN BROADCASTING RADIO & TV	98	44	142
		ASSOCIATE DEGREE IN BUSINESS INFORMATION TECHNOLOGY	46	69	115
		ASSOCIATE DEGREE IN BUSINESS MANAGEMENT	98	57	155
		ASSOCIATE DEGREE IN CREATIVE ADVERTISING	56	40	96
		ASSOCIATE DEGREE IN EVENTS MANAGEMENT	47	11	58
		ASSOCIATE DEGREE IN FASHION & APPAREL DESIGN	136	15	151
		ASSOCIATE DEGREE IN FILM PRODUCTION	40	23	63
		ASSOCIATE DEGREE IN GRAPHIC DESIGN	25	125	150
		ASSOCIATE DEGREE IN HOTEL MANAGEMENT	119	18	137
		ASSOCIATE DEGREE IN INFORMATION TECHNOLOGY	37	77	114
		ASSOCIATE DEGREE IN INTERNATIONAL TOURISM	105	40	145

		ASSOCIATE DEGREE IN JOURNALISM & MEDIA	80	34	114
		ASSOCIATE DEGREE IN MARKETING	94	40	134
		ASSOCIATE DEGREE IN MULTIMEDIA & SOFTWARE ENGINEERING	18	68	86
		ASSOCIATE DEGREE IN PUBLIC RELATIONS	108	31	139
		ASSOCIATE DEGREE IN RETAIL MANAGEMENT	43	21	64
		ASSOCIATE DEGREE IN TOURISM MANAGEMENT	123	42	165
		B BUS HONS IN ENTREPRENUERSHIP	102	50	152
		B BUS HONS IN INTERNATIONAL BUSINESS	74	58	132
		B DES HONS IN PROFESSIONAL DESIGN	11	25	36
		BA HONS IN BROADCASTING & JOURNALISM	76	25	101
		BA HONS IN DIGITAL FILM & TELEVISION	33	26	59
		BA HONS IN FASHION & RETAILING	56	9	65
		BA HONS IN HUMAN RESOURCE MANAGEMENT	102	37	139
		BA HONS IN INTERIOR ARCHITECTURE	15	80	95
		BA HONS IN PROFESSIONAL COMMUNICATION	88	26	114
		BA HONS IN TOURISM MANAGEMENT	87	48	135
		BSc HONS IN BUSINESS INFORMATION TECHNOLOGY	39	67	106
		BSc HONS IN INFORMATION TECHNOLOGY	34	81	115
		BSc HONS IN SOFTWARE ENGINEERING WITH MULTIMEDIA	25	87	112
		Total	2038	1488	3526
Maluti Adventist College	Programme	Midwifery	50	7	57
		Nursing	136	58	194
		Total	186	65	251
NATIONAL HEALTH TRAINING COLLEGE	Programme	Auxiliary Social Work	15	6	21
		Dental Therapy	12	6	18
		Environmental Health	20	18	38
		General Nursing	138	30	168
		Medical Laboratory Sciences	18	17	35
		Midwifery	36	17	53
		Nursing Assistant	29	7	36
		Ophthalmic Nursing	9	1	10
		Pharmacy Technology	26	34	60
		Primary Health Care	14	3	17
		Psychiatric Mental Health Nursing	8	3	11

Total		325	142	467
NATIONAL UNIVERSITY OF LESOTHO	Programme B. SC. COMPUTER SCIENCE	14	64	78
	B. SC. ENVIRONMENTAL SCIENCE	6	10	16
	B. SC. INFORMATION SYSTEMS	8	19	27
	B.ENG. COMPUTER SYSTEMS AND NETWORKS	2	26	28
	B.SC. IN ENVIRONMENTAL HEALTH	60	59	119
	B.SC. IN NURSING AND MIDWIFERY	125	61	186
	BA PRACTICAL PHILOSOPHY AND APPLIED ETHICS	7	2	9
	BACHELOR OF ARTS	436	184	620
	BACHELOR OF ARTS (HONOURS) IN PHILOSOPHY	0	1	1
	BACHELOR OF ARTS IN ECONOMICS	240	217	457
	BACHELOR OF ARTS IN BUSINESS AND ENTREPRENEURSHIP	287	106	393
	BACHELOR OF ARTS IN GEOGRAPHY	2	7	9
	BACHELOR OF ARTS IN POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	266	145	411
	BACHELOR OF ARTS IN PUBLIC ADMINISTRATION & SOCIOLOGY	14	12	26
	BACHELOR OF ARTS IN PUBLIC ADMINISTRATION & DEVELOPMENT STUDIES	3	1	4
	BACHELOR OF ARTS IN SOCIOLOGY	45	37	82
	BACHELOR OF ARTS IN SOCIOLOGY AND DEVELOPMENT STUDIES	51	18	69
	BACHELOR OF ARTS IN SPIRITUAL CARE AND COUNSELLING STUDIES	143	34	177
	BACHELOR OF ARTS IN STATISTICS AND DEMOGRAPHY	47	47	94
	BACHELOR OF ARTS IN URBAN AND REGIONAL PLANNING	136	87	223
	BACHELOR OF ARTS IN URBAN AND REGIONAL PLANNING AND SOCIOLOGY	57	49	106
	BACHELOR OF COMMERCE	177	116	293
	BACHELOR OF COMMERCE IN ACCOUNTING	94	54	148
	BACHELOR OF COMMERCE IN HUMAN RESOURCE MANAGEMENT	13	7	20
	BACHELOR OF EDUCATION	652	249	901
	BACHELOR OF EDUCATION (HONOURS) EDUCATIONAL MAGT, LEADERSHIP & PO	6	6	12
	BACHELOR OF EDUCATION (PRIMARY)	204	57	261
	BACHELOR OF EDUCATION IN SPECIAL EDUCATION	59	19	78
	BACHELOR OF EDUCATION(ADULT EDUCATION)	57	20	77
	BACHELOR OF EDUCATION(HONOURS) EDUCATIONAL PSYCHOLOGY	4	2	6
	BACHELOR OF EDUCATION(HONOURS) EVALUATION & ASSESSMENT STREAM	3	0	3
	BACHELOR OF EDUCATION(HONOURS) INTRUCTIONAL DESIGN, ASSESSMENT	1	2	3

BACHELOR OF EDUCATION(HONOURS) SPECIAL EDUCATION	5	1	6
BACHELOR OF ENGINEERING IN ELECTRONICS	2	29	31
BACHELOR OF LAWS	217	139	356
BACHELOR OF NURSING SCIENCE	5	2	7
BACHELOR OF PHARMACY(HONOURS)	83	94	177
BACHELOR OF SCIENCE	142	264	406
BACHELOR OF SCIENCE IN AGRICULTURE	69	92	161
BACHELOR OF SCIENCE IN AGRICULTURE (AGRIC. ECONOMICS)	29	17	46
BACHELOR OF SCIENCE IN AGRICULTURE (AGRIC. EXTENSION)	18	14	32
BACHELOR OF SCIENCE IN AGRICULTURE (ANIMAL SCIENCE)	29	54	83
BACHELOR OF SCIENCE IN AGRICULTURE (CROP SCIENCE)	4	11	15
BACHELOR OF SCIENCE IN AGRICULTURE (SOIL SCIENCE)	15	47	62
BACHELOR OF SCIENCE IN BIOTECHNOLOGY	15	17	32
BACHELOR OF SCIENCE IN CHEMICAL TECHNOLOGY	13	28	41
BACHELOR OF SCIENCE IN CONSUMER SCIENCES	15	0	15
BACHELOR OF SCIENCE IN NURSING AND MIDWIFERY	35	17	52
BACHELOR OF SCIENCE IN NUTRITION	99	27	126
BACHELOR OF SCIENCE IN STATISTICS	7	13	20
BACHELOR OF SCIENCE WITH EDUCATION	60	130	190
BACHELOR OF SOCIAL WORK	303	75	378
BARCHELOR OF COMMERCE IN MARKETING	6	4	10
CERTIFICATE IN STATISTICS	6	11	17
DIPLOMA IN LIBRARY & INFORMATION STUDIES	10	5	15
DIPLOMA IN ADULT EDUCATION	257	50	307
DIPLOMA IN AGRICULTURAL EDUCATION	10	9	19
DIPLOMA IN APPLIED PHILOSOPHY AND PUBLIC ETHICS	6	5	11
DIPLOMA IN LABOUR LAW (CONCILIATION & ARBITRATION)	1	1	2
DIPLOMA IN MANAGEMENT	606	309	915
DIPLOMA IN MASS COMMUNICATION	175	37	212
DIPLOMA IN PASTORAL CARE AND COUNSELLING	1	0	1
DIPLOMA IN SPIRITUAL CARE AND COUNSELLING	24	6	30
DOCTOR OF PHILOSOPHY	2	4	6
DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE AND LINGUISTICS	1	3	4
DOCTOR OF PHILOSOPHY IN SOIL SCIENCE & RESOURCE CONSERVATION	0	1	1
HIGHER DIPLOMA IN EDUCATION(PRIMARY)	184	56	240
M.ED IN CURRICULUM DESIGN & DEVELOPMENT & CLINICAL SUPERVISION	0	1	1

		M.ED IN CURRICULUM STUDIES	2	2	4
		M.ED IN EDUCATIONAL MANAGEMENT, LEADERSHIP & POLICY STUDIES	9	6	15
		M.ED IN EDUCATIONAL PSYCHOLOGY	3	2	5
		M.ED IN GUIDANCE AND COUNSELLING	2	0	2
		M.ED IN INCLUSIVE EDUCATION	1	1	2
		M.ED IN SOCIO & PHILOSOPHICAL FOUNDATIONS OF EDUCATION	2	0	2
		M.ED IN TESTING AND MEASUREMENT	2	0	2
		MASTER OF ARTS IN AFRICAN LANGUAGES	2	2	4
		MASTER OF ARTS IN EDUCATION	36	10	46
		MASTER OF ARTS IN DEVELOPMENT STUDIES	13	11	24
		MASTER OF ARTS IN ENGLISH LANGUAGE AND LINGUISTICS	8	2	10
		MASTER OF ARTS IN HISTORICAL STUDIES	3	1	4
		MASTER OF ARTS IN PHILOSOPHY	1	0	1
		MASTER OF EDUCATION	1	0	1
		MASTER OF EDUCATION IN INCLUSIVE EDUCATION	2	0	2
		MASTER OF EDUCATION(ADULT EDUCATION)	5	7	12
		MASTER OF SCIENCE IN EDUCATION	16	15	31
		MASTER OF SCIENCE (ECONOMICS)	16	27	43
		MASTER OF SCIENCE DEGREE IN AGRICULTURAL EXTENSION	3	6	9
		MASTER OF SCIENCE DEGREE IN ANIMAL SCIENCE	6	5	11
		MASTER OF SCIENCE DEGREE IN SOIL SCIENCES	2	3	5
		MASTER OF SCIENCE IN AGRICULTURE(CROP SCIENCE)	5	2	7
		MASTER OF SCIENCE IN SOCIOLOGY	2	0	2
		POSTGRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT	52	14	66
		POSTGRADUATE DIPLOMA IN LABOUR LAW, CONCILIATION & ARBITRATION	10	8	18
		TEACHERS' DIPLOMA IN PSYCHO- SOCIAL CARE, SUPPORT & PROTECTION	37	20	57
		Total	5914	3435	9349
PARAY SCHOOL OF NURSING	Programme	Certificate in Nursing Assistant	25	8	33
		Diploma In Midwifery	27	10	37
		Diploma in Nursing	63	16	79
		Total	115	34	149
ROMA COLLEGE OF NURSING	Programme	GENERAL NURSING	75	26	101
		MIDWIFERY	25	3	28
		Total	100	29	129
Scott College of Nursing	Programme	General Nursing	95	20	115
		Midwifery	28	3	31
		Total	323	81	404